

SECOND IMPACT STUDY

**Human Science Research Council
Monitoring and Evaluation of
DANIDA Support to Education and Skills Development
(SESD) Programme**

**COLLEGE OF CAPE TOWN
WESTERN CAPE**

March 2004

3280

INTRODUCTION

The College of Cape Town consists of nine campuses or what is now referred to as centres of excellence. For the Danida evaluation and monitoring exercise only two campuses are visited twice a year for three years. In that regard, all observations about the College either reflect on developments at the Pinelands and Guguletu campuses or are made by individuals linked to these two campuses. The exception, of course, are observations made by the Chief Executive Officer and members of his college management team.

The college management team of the College of Cape Town is located at its central offices in South East Pinelands. This premises is logistically (roughly) of equal distance to all of the nine centres of excellence spread out across the central and southern escarpments of Cape Town and the Cape Flats.

The City campus is the largest of the nine campuses and provides tuition mainly in business and general studies. General studies include crafts, design, interior, hospitality, information technology, hair care and cosmetology, and travel and tourism. The Pinelands campus only offers engineering programmes and accounts for more than 50% of all such provision in the College. The rest of engineering provision is provided at the Athlone, Crawford, Thornton and Guguletu campuses. While the Guguletu campus previously provided business studies, this program has since been partially moved to the Crawford campus. The Guguletu campus also provides courses in jewellery, art and design, hospitality, tourism, and crafts. The Gardens campus concentrates on educare and ECD provision, while the Wynberg campus focuses solely on hair care and cosmetology. The Salt River campus houses the SIMSA project.

Infrastructure and student views

The Pinelands campus has a proud tradition of providing high quality technical education and was previously known (first) as the Maitland Technical College and then as Western Province College. The campus previously offered mainly theoretical components for apprenticeships and so was not very well endowed with workshops. To partly overcome this, the campus rents premises from the adjacent Oude Molen Technical High School to house some of its workshops. The campus has also over time renovated and restructured existing classrooms and storerooms to create large workshops. In all such cases the lecturers themselves initiated and worked on the renovations, as well as equipping the new workshops. These workshops, along with specialist human resources, have enabled the campus to be accredited as a trade-testing centre in a number of trades. Most students, it would seem, attend the campus based on the good 'engineering' reputation of the facility.

While the Pinelands campus has a library and fulltime librarian, it is not well resourced and does not elicit much learner confidence/enthusiasm. The computer centre has a limited number of computers that students must book, and which they can only access at designated times (which largely discourages student participation). The campus has a cafeteria and outside areas equipped with tables and benches where students socialise at breaks. The absence of a dedicated social centre however means that students use the cafeteria also as a place to meet and discuss campus issues. The facility has a Student Representative Council that has an allocated room for discussing student matters. One such matter is the absence of sports facilities for social and cultural enrichment interaction. During the March 2004 visit a large number of students were in the carpark listening to music or kicking a ball. Clearly, there is a need to address this matter, as sports and social activities have proven that it can foster common bonds and identity between both students and staff.

A key development for the Pinelands campus in recent times has been the large intake of female engineering students. The facility is not geared however to provide for these students, as female students complain that there are only two female toilets on the whole campus. There is also little

evidence of facilities for disabled students, though it is unlikely such students will attend the campus given the big focus on heavy current electrical engineering.

The Guguletu Campus was established in 1981 and originally served as a skills centre. Located in Guguletu in the heart of the turbulent 1980s, the site instituted a number of security measures that remain a key part of the campus' operations presently. These security measures shape the kinds of interaction that take place between students on campus. Students suggest that the securitised environment partly contributes to students not communicating very well on campus. The facility also does not have a student representative council and this seems to inform the poor self-image of the students. The first SRC election is taking place presently. Participants further note that poor student interaction is also linked to engineering students doing trimester courses while the rest of the disciplines have semester courses.

The main offices of the campus head and his team are fairly attractive. A large number of the facility's buildings however resemble a prefabricated school. Recent additions have been the engineering and art and design facilities, as well as a student canteen and recreation area. Given the kinds of fees that students pay, these recreational areas are not very conducive to productive learning and student development, though students seem to cope nonetheless. There is no library or media centre, no sportfields, and there are no study facilities provided. Computer facilities and access is also extremely limited. A recent innovation at the campus is the establishment of business incubators and a number of classrooms have been renovated to provide for these small enterprise hubs.

With regard to infrastructure, the Western Cape Education Department recently has had the good fortune of being awarded the IKAPA Elihlumayo Funds to provide access to education for previously disadvantaged communities. These funds are to be used for loans to students, materials developments for new learning programmes, and for infrastructural development. Besides the access to student loans and new learning materials, the Guguletu campus has also been earmarked to receive funds for infrastructural upgrading.

Indeed, infrastructure shapes student life and their experience of learning in quite fundamental ways. In this regard, complaints by students on both campuses about their student cards provide a vivid example of how location shapes student experience. The College of Cape Town presently is busy registering students for all nine campuses. The focus on dealing with students as one collective and given the enormous difficulty of such a task, none of the students at any of the nine campuses have student cards yet. Importantly, this absence of student cards impacts on student life at the various campuses in quite different ways. For example, for Pinelands students the non-availability of student cards simply means a lesser sense of belonging to a common institution, while for Guguletu campus students the lack of student cards has more direct and tangible consequences. Guguletu campus students complain that they often struggle to get access to the securitised facility without student cards, and sometimes have to return home to retrieve other forms of identification to gain access to the campus.

Students on campus

The evaluation process of the College of Cape Town includes focus group interviews with between 5 and 8 students from each of the two campuses. The idea was to get an insight into the campus from those who pay to use the facility. An interesting dimension of the interview with students was their explanation of why they enrolled at the college and campus, and what qualifications they had on entering. Students are identified in the narrative below by previous race designations. Many may not agree with this approach. The purpose is to emphasise the varied and complex factors that shape student perceptions and actions, and to remind that institutional development and growth is bounded both by historical and geographical space.

The Guguletu student group consisted of 5 learners, all of whom were African. The group consisted of three males and two females. Both females are enrolled in learnerships, one in upholstery, the other in textiles. The upholstery student was previously a babysitter/domestic who, upon completing a 6-Saturday bridging course at the University of the Western Cape in

educare, decided to enrol in night school to complete her matric. She found out about the upholstery learnership through her uncle who was an upholsterer and decided to apply. She claims that her choice of campus was pre-determined by the site that the learnership was allocated to. The textiles student is a 39-year old mother who has vast administration work experience, has worked for a provincial government department for 10 years, and claims to have several diplomas and to have studied towards a degree in public administration. She found out about the learnership through television adverts and visited the college to enrol her son. The campus did not however offer photography and referred her to the city campus. She is clearly unhappy that her son has to travel long distances daily to the city centre and asks what underlying assumptions about Guguletu and the students there inform the decision not to offer such courses at the Guguletu campus. Importantly for her, on visiting the Guguletu campus she found out about the NQF level 2 textiles learnership in screen-printing and fabric painting, and being a housewife presently chose to enrol.

The first male student studied in Johannesburg, failed matric and enrolled at Roodepoort College in public administration. He came to Cape Town with a cousin with the idea that he would enrol at the University of the Western Cape (UWC) for law, but found that he needed more credits to do so. He intends to enrol at UWC once he's acquired the relevant credits and is currently enrolled for the National Senior Certificate. The second male studied at Bavaria School in Claremont, Cape Town where he did welding and metalwork till grade 10. He then enrolled at Good Hope College and completed N1-N3. Focused on doing welding (preferably sheetmetal), he then enrolled at Guguletu campus but found that he had to re-register at the N3 level in the motor mechanics workshop. He finds the scenario unacceptable given that he learnt most of what he is currently being taught at the Bavaria school, which he claims is much better resourced than the Guguletu campus. Asked why he registered at the Guguletu campus and not perhaps the Crawford or Athlone campus, he cites as contributing factor the fact that the institution is close to the railway line and that rail travel is cheaper and more convenient. The third male is enrolled in engineering at the N3 level.

Students at Guguletu note the following key issues:

- For poor students student loans have a major impact on their lives. To qualify for a student loan, parents have to earn less than R60 000 a year. Students find it difficult to understand this policy and feel that the college needs to find ways of dealing with their specific financial needs and payment dilemmas.
- Students complain about what they think are high fees for the kinds of facilities that the institution provides. They also point out that the financial input can be even worse if they choose to stay in a hostel, having to pay R1000 a month.
- Students observe that there is very little learner support available, whether that be in the form of helping to formulate curriculum vitae, HIV AIDS support and counselling, or simple orientation on how to navigate their way through the institution. While they acknowledge that certain staff members do their utmost to assist, they feel that better structures need to be put in place.
- Students complain that if they are to be treated as adults, they require timetables that allow them to manage their days better. Many start classes at 8.30 am and leave at 4pm, yet have only a half hour lunch break in between.
- Students feel that the college needs to have better or more visible links with technikons, better information sharing about how the NQF works and what the term accreditation should mean for them, and better career guidance and social support

The Pinelands focus group consisted of 8 electrical engineering students, 6 of whom were male and two females. Five of the students were coloured, two were white and one African. Six of the students were over twenty-one years of age. Three of the students serve on the SRC.

What was particularly interesting about the group of students was the role of service providers in their decision to enrol at the Pinelands campus. One white student intended to study at Stellenbosch University (and was accepted), but after visiting a career counsellor in Durbanville was advised to focus on a more technical career. His advisor was on the council of the former

Western Province College at the time. The second white student attended a technical high school in Bellville and found out about the institution's good credentials through fellow students and friends. One coloured student enrolled for chartered accountancy at UWC and was refused. When he attended a career guidance course at Boston House he was advised to enrol at Pinelands. Another attended a career day at the Cape Technikon and was told about what Pinelands provided. The third coloured student has a family of electricians and came to Pinelands campus to study heavy current electrical. He chose the institution above Wingfield because the latter institution does not have what he perceived were good practical courses. The coloured female studied at Cape Technikon and worked in the commercial studies sector. Her father is an engineer and she has always wanted to study engineering. Many male students found it strange that the two female students were both doing light electrical engineering (light current), which they felt was a male trade. The African student was born in the Eastern Cape and was enrolled at a college there. He came to the Western Cape on holiday and decided to stay. He is enrolled for electrical engineering at the N6 level and is funded by a company to complete his studies after which his funder will employ him (apprentice).

Students at Pinelands note the following:

- Students don't know much about the merger process and feel that management need to be more pro-active about informing them about what change means for the institution.
- They complain about the under-resourced and outdated library, the limited availability of computers, old and slow computers, and the overall / inadequate equipment in workshops.
- They point to the absence of both career and social support (HIV) counselling as well as infrastructure that the campus previously didn't need. With new student demographics, the institution needs to adapt its policies and provision.
- They argue that the present lecturer load does not serve student needs, in that lecturers often have to also teach at night and so do not have time or energy after class to handle their individual needs. They note that they do not pay for a 'correspondence course'.
- They praise the expertise of the campus staff and their involvement in getting organisations like CRIC and the MTN Science Centre to visit the institution.
- While they note the facilities provided for the SRC (a special room, time off to organise, 10% rebate on fees and payment of leadership training courses for them), they are concerned about the lack of input by the SRC into key decisions on the campus.
- Students note that many students often do all the theory courses till N6 and then get to work with a resistor for the first time. They feel that although student do practical courses, they need to be exposed to the labour market and new technologies much earlier.
- All student participants emphasise the need for social spaces, be it for sport or for 'just hanging out'. They feel that it would give them the opportunity to communicate better and develop social skills that they can take into the workplace. They feel that notions of employability and the development of good communication skills needs to be constantly 'workshopped and panelbeated' and has little meaning if it doesn't help them come together as both good electrical engineer graduates and better human beings in the ways in which they relate to each other

The above observations are not new nor are they exhaustive. They are included to give a human face to the evaluation that follows, as a reminder that at the end of the day college provision is also primarily about students needs and aspirations.

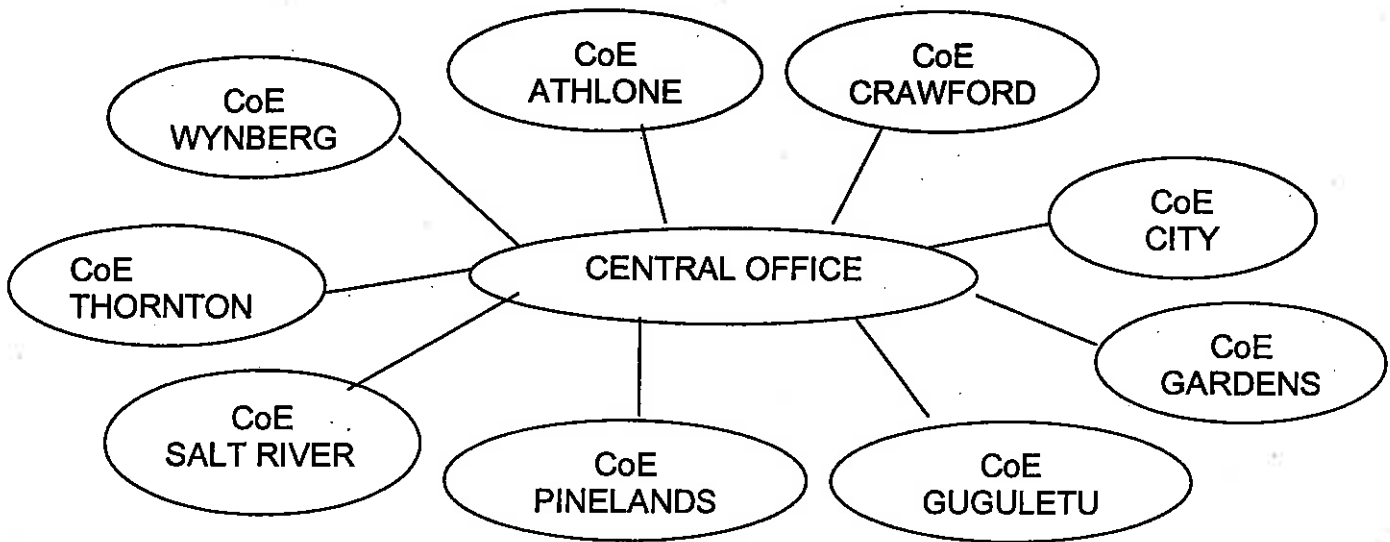
1. INSTITUTIONAL STRUCTURE OF COLLEGE OF CAPE TOWN

There can be little doubt that the institutional structures of both the College of Cape Town and the Western Cape FET Directorate have grown substantially since October 2003. Indeed, it is at the level of institutional infrastructure that the intervention of the SESD Programme has perhaps had the biggest impact. In that regard, participants acknowledge that the SESD Programme has strengthened the organisational capacity of these institutional structures way beyond what would have probably been possible otherwise. The SESD Programme has given considerable attention to the development of a specific institutional organogram for the College of Cape Town through structured and thought-out processes of intervention. Discussions and training workshops (with the support of an outside facilitator) included a consultation process with members of prospective management teams to reach agreement on an organisational structure design for the college, a focus on developing strategic plans for each department and academic programme, and the development of individual plans and job profiles for each and every manager and lecturer employed by the College. Besides this funding of training and participation by the SESD programme in assisting colleges develop management structures, institutional organograms, job profiles of the various layers of staff members, procedural manuals and individual development plans, the SESD Programme has also provided funds for the establishment and running of the Linkages and Programmes Unit (LPU) and the Learner Support Unit (LSU), and given financial backing (with accompanied support) to a PLATO system for learner usage. These forms of assistance/intervention has helped considerably in moving the College of Cape Town to a level of professionalism urgently required for its new task as a FET institution.

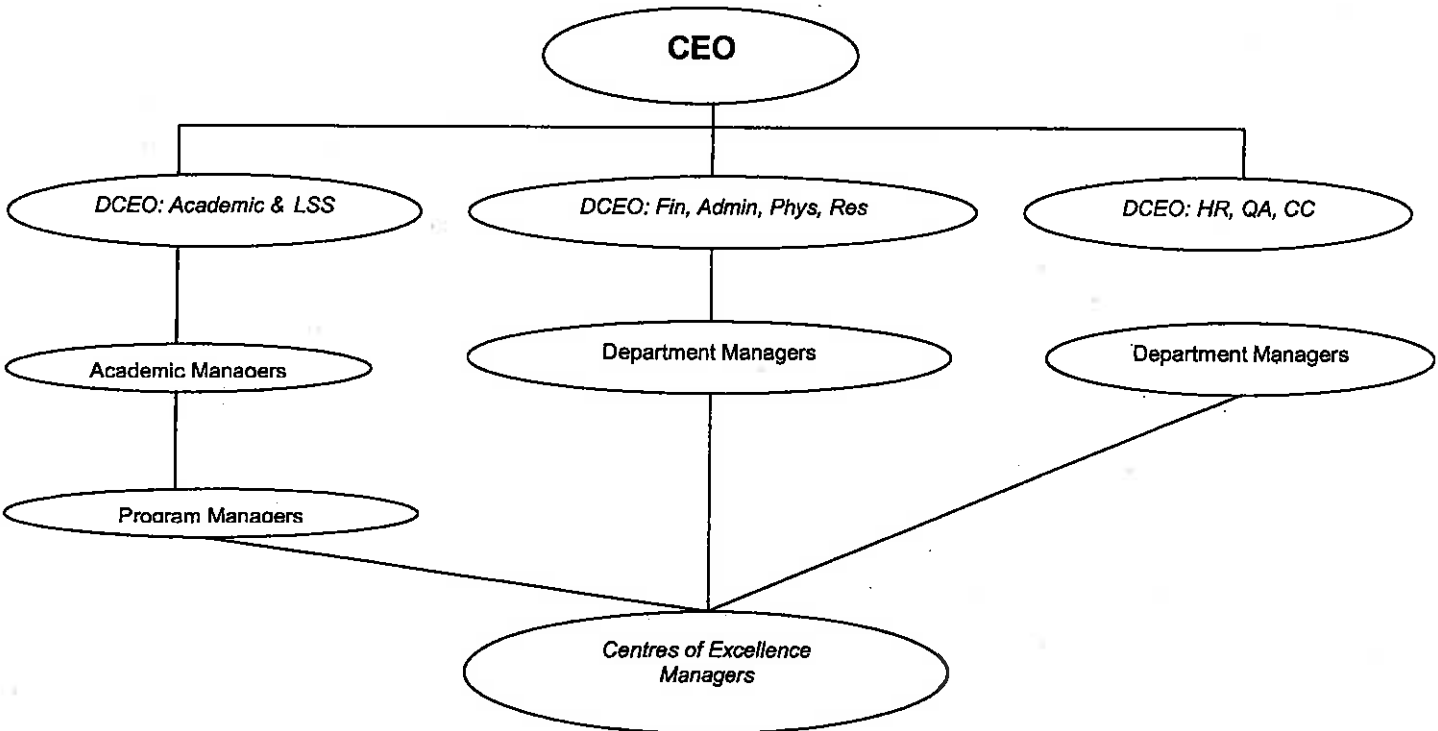
Importantly, the SESD Programme will initially bankroll the salaries of two staff members of the LPU and has provided funds for the development of a working infrastructure for the unit (buying of computers, desks and other support service needs). It has also contributed to the development of a Marketing, Communications and Advocacy strategy for the college.

INSTITUTIONAL STRUCTURE OF COLLEGE OF CAPE TOWN

KEY: CoE = Centre of Excellence



Organisational Management Structure: CCT



2. CURRICULUM PROFILE

College of Cape Town offers courses and programmes in all FET education and training fields, though the more popular lie in the Engineering and General fields. These two fields are the main source of earnings for the college, albeit Business Studies also generates significant income at the City and Crawford campuses.

ARTS - MUSIC				
TYPE	TITLE	LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DOE programmes (NATED)	Art & Design	NSC N4-N6	1 Year 6 Months	City Campus City
	Interior	NIC NSC Post Graduate	1Year 1Year 1Year	City City City
NQF Full time Qualifications	N.C in Jewellery Manufacturing N.C. in Jewellery Technology N.C. in Upholstery N.C in Wood Finishing N.C. in Cabinet Making N.C. in Craft Production (Ceramics) N.C. in Craft Production (Textiles) N.C. in Craft Production (General) N.C. in Design Foundation (Photo) N.C. in Design Foundation (Graphic) N.C. in Design Foundation (General) N.C. in Craft Operation	3 4 2 2 2 2 2 2 4 4 4 4	1Year 1Year 1Year 1Year 1Year 1Year 1Year 1Year 1Year 1Year 1Year	City City City/Guguletu City/Guguletu City/Guguletu City/Guguletu/Crawford City/Guguletu City/Guguletu (Distance) City/Crawford City City/Crawford City/Guguletu
FIETA LEARNERSHIPS MAPP LEARNERSHIPS MQA LEARNERSHIPS	Qualifications as above			City/Guguletu/Thornton Guguletu/City City/Guguletu
Skills (UNIT STD. BASED)	Jewellery Upholstery Cabinet Making Wood Finishing Soft Furnishing Window Covering Sewing Skills	2/3 2/3 2/3 2/3 2/3 2/3 2/3		
BUSINESS STUDIES				
TYPE	TITLE	LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal programmes (NATED) DoE	Business Management Business Management Business Management	N4 N5 N6	6 Months 6 months 6 months	City/Crawford City/Crawford City
NQF	Certificate: Executive Secretarial Studies Registered Bookkeeper	5 4	1 year 1 year	City Crawford
	Diploma: Registered Accounting Technician Certificate: Personal Selling Certificate: Wholesale and Retail Certificate: Wholesale and Retail	5 5 2 4	2 years 1 year 1 year 1 year	City City City City
Learnerships	Wholesale and Retail Wholesale and Retail CATS New Venture Creation	2 4 5 4	1 year 1 year 2 years 18 months	City City City City

EDUCARE SOCIAL SERVICES				
TYPE	TITLE	LEVEL	DURATION	CAMPUS DELIVERY SITE
Formal DoE programmes (NATED)	Early childhood development:	N5	1 year	Gardens
	NSC Au Pair National certificate in Educare	N6	5 weeks	Gardens
NQF	B.Ed in ECD	NQF level 6	4 years	Gardens
	National Certificate in ECD	4	2 years	Gardens
	Languages /Numeracy NGO's	4	1 year	Gardens
	National Certificate HIV in workplace	3/4	3 months	Gardens
Learnerships				
	Higher certificate in ECD	5	18 months	Gardens
	National Diploma in ECD	5	18 months	Gardens
	Learnership: National Diploma	5	6 months	Gardens
	Higher Certificate in ECD	5	6 months	Gardens
	Higher Certificate in ECD (part-time)	5	2 years	Gardens
	National Certificate in ECD (part-time)	4	2 years	Gardens
ENGINEERING STUDIES				
TYPE	TITLE	LEVEL	DURATION	CAMPUS DELIVERY SITE
Formal DoE programmes (NATED)	Engineering studies (orientation)	NCOR	Trimester	P & A & C & Gug
	Engineering studies	N1-N3	Trimester	P & T & A & C & Gug
	Engineering studies	N4-N6	Trimester	P & T & C
	Multi-disciplinary drawing	N4-N5	Trimester	T & C
	Office practice			C
	Horticulture	N1-N3	Trimester	T
	Water & waste-water treatment	N1-N3	Trimester	T
Learnerships	Motor	2-5	4 years	Athlone
	Refrigeration	2-3	1 year	Pinelands
	Khanya Schools Kickstart Learnership (IT)	5	1.5 years	Crawford
Skills Training/Programmes	Construction mason: Face bricklaying Paving Plastering Tiling	3	310 hours	C&T&Gug
	Construction carpenter: Form work	3	310 hours	T&C
	Construction carpenter: Manufacturing products from wood	3	310 hours	Gug&T&A
	Construction plumber	3	310 hours	Gug&T&A
	Construction painter	3	310 hours	T&C
	Fibre glass moulding	3	310 hours	T
	Auto-Electrical	2&3		P
	Electrical – heavy current	2&3		P&C&Gug
	Electronics	2&3		P&C
	Metalwork	2&3		T&A
	Motor	2&3		T&C&Gug
	Motor bodyworks	2&3		Gug
	Refrigeration Safe handling of refrigerant	2	Trimester	P
	Fitting & turning	2&3	Trimester	T&C
	Welding	2&3	Trimester	T&C
	Electrical print circuit boards	2&3	Trimester	P&C
	Electrical Satellite, VCR & TV	2&3	Trimester	P&C
	Computer skills (ICDL)	2&3	Trimester	P&A&C&G
	Med clinic training – mechanical	2&3	Trimester	T
	Med clinic training – carpentry	2&3	Trimester	T
	Micro controllers	2&3	Trimester	P
	Audio/microwave/video	2&3	Trimester	P
	PC repairs	2&3	Trimester	P&C
	Pneumatics	2&3	Trimester	T
	Horticulture	2&3	Trimester	T

	House tiling	2&3	Trimester	T
	TV repairs	2&3	Trimester	P
	Computer web design	2&3	Trimester	C
	Pattern garment	2&3	Trimester	C
	CNC machines	2&3	Trimester	T
	Computer training			
	Computer technicians	2-4	Semester	C
	Networking	4-5	Semester	C
	CISCO training	2-5	Semester	C,P
	Electronic Essentials	2-4	Semester	C
	Cabling	2-4	Semester	C
	Telecommunications	2-4	Semester	C
	Fibre optics	2-4	Semester	C
	ICDL	2-4	Semester	G,T,P&C
	Network assembly	2-4	Semester	C
	Software systems	2-4	Semester	C
	A+ (PC Repair)	2-4	Semester	C
	New: (Cisco Sponsored Curriculum to replace A+ ,Fibre Optics & Cabling)	2-4	Semester	
	Fundamentals of Voice and Data Cabling	2-4	Trimester S and Tri	C&P
	Fundamentals of Unix	2-4	S and Tri	C&P
	Fundamentals of Java Programming	2-4	S and Tri	C&P
	IT Essentials 1&11	2-4	S and Tri	C&P
	Enrichment courses			
	Life skills	2	Trimester	A&C
	Entrepreneurs skills	2-3	Trimester	A&C
	Photography	2-3	Trimester	C
	Flower arrangement	2	Trimester	C
	Auto cad	2-5	Trimester	T&C

UTILITY STUDIES (CATERING AND HOSPITALITY, COSMETOLOGY, HAIRCARE, INTERIOR DECORATING, TOURISM)				
TYPE	TITLE	LEVEL	DURATION	CAMPUS / DELIVERY SITE
Formal DOE programmes (NATED)	Hospitality Pilot	NIC/NSC (NIC)	2 years	City/Possibly all at Crawford Campus
	New syllabus/Programmes	Level 2&3	1 year	
NQF Hospitality accredited Programmes	Pilot NSC Programme	Level 4		City/Possibly all at Crawford
	Certificate in Food & Beverage Services	4	1 year	City
	Certificate in Professional Cookery	4	1 year	City
	Diploma in Professional Cookery	5	18 months	City
	Diploma in Food & Beverage Management	5	18 months	City
SETA-accredited qualifications and skills programmes (not l'ships)	Domestic Services (Services SETA)	1	1 year (Tender)	City Campus 3@week/Possibly Crawford campus 2@week
Learnerships	Bakery Learnership(FOODBEV) SETA	2	1 Year	City & in Workplace
NQF	Travel and Tourism			
	General Travel Certificate Jan 2004-June 2005(final six months)	NQF 5	Final 6 months3	City
	General Travel Certificate July 2004-Dec 2005	NQF 5	18 months	City
	General Travel Certificate Jan 2005-June 2006	NQF 5	18 months	City
	ENHANCEMENT COURSES			
	Certificate in Event's Management (New Programme)	NQF 4	6 months	City

CURRICULUM RELATED QUESTIONS

1. Programmes or courses with an established reputation in the community or the geographical area served by the college which attract students on the basis of a perception of quality educational provision	Crawford Campus	<i>Engineering:</i> Nated Courses in Electrical, IT, Building
	Athlone Campus	<i>Engineering:</i> Nated Courses in mechanical
	Thornton Campus	<i>Engineering:</i> Nated Courses in mechanical and building
	Pinelands campus	<i>Engineering:</i> Nated Courses in Electrical,
	Guguletu Campus	<i>Engineering:</i> Nated Courses in Electrical, building, mechanical NSC <i>General Studies:</i> Art & Design: Ceramics NQF L2-4 Craft Production (Ceramics / Textiles)
	City	<i>Business studies:</i> NATED courses NIC/NSC/N1-N6 <i>General studies:</i> Hair Care / Cosmetology Art & Design NiC – NSC Art & Design N4-N6 (Graphic Design/Photography) Jewellery Manufacturing NQF L3-4 Tourism
	Gardens	<i>General studies:</i> Early Childhood Development ECD – National Certificate in Educare
Wynberg	<i>General studies:</i> Hair Care / Cosmetology	

2. Programmes or courses that are new or relatively new and still working towards establishing a strong reputation	Crawford Campus	<i>Engineering:</i> Learnerships and NQF skills courses
	Athlone Campus	<i>Engineering:</i> Learnerships and NQF skills courses
	Thornton Campus	<i>Engineering:</i> Learnerships and NQF skills courses
	Pinelands campus	<i>Engineering:</i> Learnerships and NQF skills courses
	Guguletu Campus	<i>Engineering:</i> Learnerships and NQF skills courses
	City	<i>General Studies:</i> NQF Upholstery L2-3 (general studies) NQF Bakery L4 (general studies) NQF Tourism (general studies)
	Gardens	<i>General studies:</i> B.Ed. in ECD

3. Programmes or courses that attract the largest number of students	Crawford Campus	Engineering Studies N1-N6
	Athlone Campus	Engineering Studies N1-N6
	Thornton Campus	Engineering Studies N1-N6
	Pinelands campus	Engineering Studies N1-N6

	Guguletu Campus	Engineering skills courses
	City	<i>General Studies:</i> Art & Design NIC – N6 <i>Business studies:</i> Second Chance learners Business management N4-N6
	Gardens	<i>General Studies:</i> National Certificate in ECD

4. Programmes or courses that attract the smallest number of students	Crawford Campus	<i>Business studies:</i> NIC <i>Engineering:</i> Leaverships and NQF skills courses
	Athlone Campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Thornton Campus	<i>General studies:</i> Horticulture <i>Engineering:</i> Leaverships and NQF skills courses
	Pinelands campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Guguletu Campus	<i>Business studies:</i> NIC
	City	<i>General Studies:</i> Tourism Interior Decorating: NIC / NSC <i>Business studies:</i> NIC

5. Programmes or courses that offer the greatest potential for growth	Crawford Campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Athlone Campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Thornton Campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Pinelands campus	<i>Engineering:</i> Leaverships and NQF skills courses
	Guguletu Campus	<i>General studies:</i> Craft Production NQF L2 Interior – Soft Furnishings <i>Engineering:</i> Leaverships and NQF skills courses
	City	<i>General studies:</i> Tourism – Events Management Tourism General Travel Certificate Interior – Soft Furnishing Jewellery Manufacturing

6. Programmes or courses generate the most income for the college	Crawford Campus	Engineering Studies skills courses IT courses
	Athlone Campus	Engineering Studies skills courses
	Thornton Campus	Engineering Studies skills courses
	Pinelands campus	Engineering Studies skills courses

	Guguletu Campus	<i>skills courses</i>
	City	<i>General studies: Art & Design Business Studies: Business Management</i>
	Gardens	<i>General studies: National Certificate in ECD</i>

7. Programmes or courses generate the least income for the college (i.e. They can be offered only through cross-subsidisation)	Crawford Campus	
	Athlone Campus	
	Thornton Campus	<i>General Studies: Horticultural courses</i>
	Pinelands campus	<i>Engineering: Farm Management Art & Design Civil Engineering</i>
	Guguletu Campus	
	City	<i>General studies: Interior NATED Hospitality NATED</i>

8. Programmes or courses introduced at the request of employers, or other groups in the community	Crawford Campus	<i>Engineering: IT Learnership & Skills courses</i>
	Athlone Campus	<i>Engineering: Fundamentals & Skills courses</i>
	Thornton Campus	<i>Engineering: Fundamentals & Skills courses</i>
	Pinelands campus	<i>Engineering: Skills courses & learnerships</i>
	Guguletu Campus	<i>Engineering: Skills courses & learnerships</i>
	City	<i>Engineering: W&R (Shoprite Checkers, Waltons)</i>

9. Programmes or courses introduced at the request of local government, provincial government or national government departments	Crawford Campus	
	Athlone Campus	<i>Engineering: Bavarian Motor learnership</i>
	Thornton Campus	
	Pinelands campus	
	Guguletu Campus	
	City	<i>Business studies: SIMSA Project General studies: Interior - National Certificate in Upholstery NQF Tourism – Toastmasters Speech craft, Wine Course Travel – Galileo, Fares and Ticketing</i>
	Gardens	<i>General studies: HIV / AIDS in workplace</i>

10. Programmes or courses introduced at the request of or with the support of local or international funders	Crawford Campus	<i>Engineering:</i> IT learnership
	Athlone Campus	<i>Engineering:</i> <i>Bavarian Motor learnership</i>
	Thornton Campus	
	Pinelands campus	
	City	<i>Business studies:</i> IKAPA Project <i>General studies:</i> LEARNERSHIPS: <i>Hospitality – Bakery NQF</i>
	Guguletu Campus	<i>General studies:</i> Jewellery – Craft Jewellery Production LEARNERSHIPS: Furniture Making <i>Craft Production: Ceramics & Textiles</i>
	Gardens	<i>General studies:</i> LEARNERSHIP: National Diploma in ECD

11. Other comments or issues related to programme	Staffing not on par with specialised training Salary scale out of line with Industry Upgrading of equipment and tools constant problem
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3 CURRENT STATUS OF AREAS IN WHICH ACTIVITIES ARE PLANNED UNDER THE SESD PROGRAMME

3.1 The merger process and knowledge sharing

Key Institutional changes since September 2003

The CEO of the College of Cape Town, Mr Jannie Isaacs, was appointed a week after the September 2003 evaluation. As the appointment of a CEO was an issue of considerable frustration for participants during the September evaluation, it was anticipated that the March 2004 visit would evince much discussion around the impact of the new CEO and the levels of stability he was expected to bring.

From discussions with participants the appointment of CEOs at all FET Colleges in the Western Cape provided undoubted impetus to processes that were unfolding in the province; processes that could potentially have stalled had CEOs not been appointed at the time. The appointment of CEOs certainly brought the anticipated stability and certainty to colleges, and sped up many of the processes that sought to bring campuses together as collectivities. The appointment of CEOs also made key designees directly responsible for driving and bringing to culmination the strategic plans of colleges.

It was further noted in the September 2003 report that the formulation of a second management level (made up of the respective campus heads of the College of Cape Town) had lessened the impact of not having a CEO in place at the time, and had put into place structures that would probably greatly ease the CEO's burden once appointed. At the time, the various campus heads were responsible for designated college portfolios and were anticipated to take up the responsibility for these portfolios in the college management structure once the CEO was appointed.

Three developments characterise the college management structure since September 2003:

- Leon Beech was appointed CEO of the Northlink College and so no longer serves on the original 'management' team;
- While members of the management team lead various portfolios, they are by no means certain of their positions. The second tier of college management structures across the province (and also the country) has not been appointed as yet;
- Originally, it was intended to house the central office at the Kent Road campus in Salt River. Neither the location nor the facilities were considered suitable however and alternative premises were then sought. The 'new' premises is located in an office park complex in South East Pinelands. Since September, varying amounts of time, effort and money have been spent on the operationalisation of the central management office. The CEO, his senior management team and their support staff, and program units such as Linkages and Program Unit are based at the central office.

Indeed, all participants in the March 2004 visit highlighted the negative effects that the absence of a second tier of management is having on the college. Most importantly, the lack of such a level is deemed to be holding up the matching-of-posts process in the college. All staff members in the college other than the CEO thus occupy their posts temporarily. In this regard, the appointment of campus managers was recently halted after the unions intervened. The unions noted that the second management tier had to be appointed first to ensure that those not appointed at college management levels could then be inserted lower down. In any case, the unions, as well as the WCED, are not satisfied with the envisaged staff matching process. Colleges in the Western Cape thus wait anxiously for the WCED to come up with staff matching criteria that the colleges can all use. Indeed, developments since the appointment of the CEO in September 2003 once again remind that the roll out of massive changes in a system built up and reconfigured over several decades is extremely difficult, time consuming and traumatic for all concerned.

Presently, the campus managers at the Guguletu campus and the Pinelands campus are Mr Ramzie Naidoo and Frikkie O'Connell respectively. Three senior staff members serve temporarily as Deputy CEO's within the central management structure, namely:

- Andile Mayaba is responsible for Academic Affairs and Learner Support systems.
- Elsie Potgieter is responsible for Human Resource, Quality Assurance and Corporate Communication
- Louis Van Niekerk is responsible for Finance and Administration, Physical Resources and Asset Management, Residences
- Bertie Mathee also attends management meetings in his capacity as a staff member (head of engineering) at the Crawford Campus. He provides the college management with insight into one of the bigger campuses, as well as about the engineering discipline. In that regard, Andile Mayaba was previous head of the Guguletu campus, Louis Van Niekerk was previous head of the Pinelands campus and Elsie Potgieter was a senior member of the City campus staff.

Along with the temporary status of college staff complements, the College of Cape Town does not have a fully constituted council. Given the legislative requirement of a 60:40 split of external to internal council members the college awaits the appointment of more external members. The further training of council members may thus be premature (until the new members are initiated and trained). Moreover, the 41 members of the Academic Board have been appointed and the board met during the third week of March 2004 (the same week in which the Danida evaluation took place).

Given that the September 2003 report highlighted deficiencies in learner and academic support as well as in the linking of college programs to the labour market, the introduction of a Learner Support Unit and a Linkages and Programme Unit has been particularly welcomed. A College Curriculum Committee (CCC) has also been established. Unlike college-specific bodies like LPU's and LSU's however, the CCC oversees and co-ordinates curriculum activities across all the colleges in the province.

The merger process

Significant progress has been being made in bringing the campuses together as one college. This includes the provision of structures like one financial centre, a corporate communications department to oversee marketing and advertising, and academic and programme units with managers that operate across campuses (these include the Linkage and Programme Unit and the Learner Support Unit). The campuses are all identifiable as the College of Cape Town (referring to signboards up front), and staff and students refer to their institution as the College of Cape Town. This was a key issue in the September 2003 evaluation when signboards identified campuses by their previous names, and staff members operated as if a merger had not taken place. While issues of campus identity, and campus history and context remain evident in many of the responses of participants the levels of overall staff disillusionment and disgruntlement have certainly decreased. Indeed, interaction across academic and programme units has led to greater enthusiasm and energy among most staff members.

While most participants acknowledge that staff members across the nine centres of excellence correspond quite frequently, they also concede that such members focus predominantly on technical matters around academic development and infrastructure. Many participants suggest that good collaboration among college staff and management thus far has been contingent on avoiding key sensitive issues. For example, whereas many of the financial and infrastructural backlogs noted in the September evaluation with regard to the Guguletu campus are being addressed presently, many participants complain that there has not been enough debate about the nature of the backlogs and infrastructural problems, and that the majority of the staff at Guguletu has not been part of many of the decisions taken about the campus. They further point out that very few Guguletu staff lead college academic or program units, and that units where they do play key roles are invariably 'low status' units in the overall management areas of the College. Moreover, the issue of equity at the college staff level continues to offer significant

discomfort, although it is questionable whether the issue can be addressed alongside the current staff matching processes and the need to get programs up and running as soon as possible.

On a different but related note, participants point out that the emergence of one graduation ceremony for all campuses of the College of Cape Town at a central location in the Cape metropolis has helped generate feelings of common collegiality and common student identity. They concede however that decisions to centralize activities also have negative spin-offs for individual campuses. Guguletu campus for instance note that having the graduation ceremony in the heart of the Cape Town City Centre affects the campus, students and their families in two ways: firstly, many family members of students from poorer areas like Guguletu don't get to attend the ceremony due sometimes to cost issues and other times because of the limited number of family members now being allowed to attend; and secondly, a campus like Guguletu has lost a key avenue of advertising, since in the past the campus used the celebration ceremony in Guguletu to advertise its contributions and strengths (as well as the kinds of graduates that the campus produces) to the surrounding and local community.

Knowledge sharing within the College of Cape Town

There is little doubt that vertical communication between the campuses, colleges, provincial directorates and national department has improved considerably over the past year, though it remains weak. Recent improvement has been helped by colleges having to 'think outside the box' when developing departmental disciplines across a number of campuses, given that constant communication and interaction is necessary if the disciplines are to operate successfully.

In terms of the degree of communication at the various levels, at the lower end campus managers/heads attend regular weekly meetings with the college management where they get a sense of college management interaction with the provincial directorate. At the upper end the nature of communication with the national department is done mostly through electronic media. The national department keeps members of college communities informed about unfolding national matters mainly through emails and faxes. While participants concede that such information sharing activities are helpful, they suggest that such forms of communication are indicative of modern approaches that are not cognizant of realities within some of the colleges and campuses. They assert for instance that such forms of vertical communication rarely reach ordinary members of staff at the individual sites and depend greatly on whether such members of staff have easy access to electronic media. Participants note that most staff members find out about national and provincial developments from informal networks like those between old friends and colleagues.

In any case, given that FET is a provincial competence, there hasn't been a need to develop structures/personnel (like national or provincial co-ordinators) that ensure the regular and systematic sharing of information between the national department and the overall FET community. Moreover, because national FET policy doesn't yet address the needs of FET Colleges and their staff establishments in different ways to that of schools, it is inevitable that communication between the national department and FET colleges is not optimal.

Furthermore, while relations are improving between the Western Cape Education Department (WCED) and colleges in the province, participants assert that support from the provincial directorate remains inadequate. Even at the level of college management interaction with campuses, communication is weak, with lecturing staff claiming that they know too little about unfolding processes and developments in the college. While this can be attributed to the newness of the college management structure, the perceived topdown approach will need to be addressed if communication with all staff members is to improve. In that respect, the inability of staff members to (as yet) take ownership of the system is perhaps a result of their exclusion from many key decision making processes and the lack of communication about developments in the college.

Communication amongst lecturers across campuses is even weaker. In large part, there is very little inclination by campus staff in different locations to share knowledge and expertise, even when they offer different levels of similar programs. This is particularly true with regard to discipline-specific campuses where subjects like engineering have established routines, interactions and operations. Whereas for staff working in emerging disciplines like tourism, haircare, and ceramics and crafts (which also have a learnership component) it is expected that they communicate and interact regularly, staff members in more trade-related and workshop-based subjects do not need to interact regularly with staff members at other campuses. In this regard, it has been suggested that lecturers be moved regularly from site to site to benefit from varying experiences and contexts. The key problem lies in the logistics of doing this, as well as how to measure the work outputs of respective staff members when they're constantly moving around. Overall, the question of how to free up lecturers to interact/ communicate more with staff members at other campuses will require significant attention if communication between campuses and their staff components is to improve.

A key growth node for the College of Cape Town since the September 2003 visit is its interaction with SETAs. While this interaction has not had the desired spinoff of greater business participation, the links to SETAs has led to two important discussions within the college, namely: where best to locate learnerships, and how to go about developing learning materials for the new programmes. These are primarily logistical issues, but they are fundamentally shaped by questions around the career pathing of students and how to address the direct needs of respective (and quite different) sectors. Importantly, links to SETAs have been facilitated by older established links with business and industries like electrical companies, the City Council, ESKOM and local municipalities, for whom numerous learnerships and skills programmes are now being instituted.

In this regard, both the Western Cape Education Department and the SESD Programme have contributed considerably to the development of learnerships at the College of Cape Town. While the WECD has facilitated matters by signing memorandums of understanding with SETAs that allow colleges in the province to provide NQF-aligned courses, the SESD Programme has helped the setting up of learnerships at campuses like Guguletu by purchasing goods and equipment for the various learnership programmes established there.

3.2 Organisational Structure

The CEO was appointed in late September/early October 2003. However, members of the senior college management team have not yet been appointed. This means that decisions about campus heads and members of campus management teams cannot also be finalised. The lack of permanence and security for staff members has led to more conservative stances than would have been the case if all staff members were appointed into permanent positions. Indeed, with no firm stake in their present jobs, staff members struggle to think and plan strategically with regard to the changing college environment. With regard to campus heads, a fair degree of disillusionment seems to be setting in around the 'minder role' that they are increasingly being expected to play. It has been suggested that the staff appointment and post matching issues will probably not be resolved until the end of 2004. This factor will certainly influence the degree and speed of change in the college over the next few months, notwithstanding a 30% growth in student numbers in 2004 and a further envisaged increase in 2005.

Importantly, the CEO reminds that processes associated with change is always difficult and slow to implement, and that he struggles to understand why staff members feel under such threat in a sector where all staff contributions are important, highly valued and sought after. He notes that change would be cosmetic 'were people not struggling with the various issues'.

3.3 SAQA / NQF

The establishment of a College Curriculum Committee has led to the formulation of very productive links between SETAs, FET Colleges in the Western Cape and structures like the SAQA Regional Western Cape Office. Danita Welgemoed from the WCED's FET Directorate has played a particularly critical role in liaising with the various bodies and ensuring their participation and critical inputs. At the individual college level, daily interaction between the College of Cape Town and SETAs and SAQA is secured through the Linkages and Program Unit (LPU), headed up by Lana van der Westhuizen. Presently, the College of Cape Town have established links with THETA, ISETT, FIETA, MERSETA, POLSET, MAPP, MQA, W&RSETA, CHIETA, Services SETA, and Foodbev SETA. Links have also been made with CETA, CHIETA, and INSETA.

With regard to staff competence on NQF aligned programmes, most (if not all) staff are assessors and moderators, while some have also been trained as verifiers. Skills Development Facilitator (SDF) training has also begun recently. Participants feel however that there is a need for external consultants to provide training at the lecturer level on how to align programs to the NQF and how to write materials for new programs. Participants suggest that while the push to make colleges serve the labour market directly implies greater articulation between the DoL and colleges, the skills development system was not originally developed with colleges in mind and thus there are a number of blockages in the system. For example, while the College Curriculum Committee pools crucial resources in compiling new qualifications for the province, without program managers on site and with too little staff trained in how to develop and implement NQF-aligned courses there is very little capacity at the campus level to offer NQF aligned courses. In this regard, training has helped in changing the capacity and range of staff member links with standard generating bodies. Moreover, the WCED has developed a formula whereby colleges can claim money for full-time equivalent (FTEs) learners on SAQA-accredited courses and so resolve some of their current staffing problems. Participants note however that until the national Department of Education (DoE) and the national Department of Labour (DoL) come to some agreement on the role of FET Colleges as service providers for SETAs, staff members at the college and campus level will continue to focus minimally on NQF-aligned programs. Less than 35% of courses offered at the college are presently NQF-aligned. Participants point out that besides the high levels of bureaucracy and tension cascading vertically through the system, Colleges battle with the requirement that they be quality assured and accredited by both the DoE (through Umalusi) and SETAs.

The College of Cape Town cites the list below as the number of learnership and skills programmes past, current and in future. The list identifies 33 programmes. In terms of learnership programmes, the Quarterly Report of the Education and Skills Development Programme (Danida) notes that the College of Cape Town has 16 learnerships running currently.

Past, current, and future learnership and skills programmes at the College of Cape Town include:

Program Title	Lev	No.	Date	SETA	Campus	Project	Gender		RACE		
							M	F	B	W	C
Tourism event support	4	11	Jun01	Theta	City	THETA pilot	5	14	4	2	13
Certificate in W&R	2	5	Apr 02	W&R	City	W&R pilot	1	4	3	-	2
Certificate in W&R	4	7	Apr02	W&R	City	W&R pilot	5	2	-	2	5
Nat. Dipl. In ECD	5	20	Apr02	ETDP	Gard	ETDP SDF		20	3	5	12
Cert.in Jewellery design	3	15	Jul03	MQA	City	MQA pilot	5	8	-	1	3
Cert.in W&R	2	20	May03	W&R	City	Part Edutel	12	8	6	3	11
Cert. In W&R	2	6	May03	W&R	City	Part Foschini	2	4	2	-	4
Cert. In Info Tech systems	4	45	Jul03	ISETT	Craw.	Isett SDF					
Cert.in W&R	4	43	May03	W&R	City	Part Edutel	14	29	2	2	27
Cert.in W&R	4	5	May03	W&R	City	Part Foschini	2	3	1	-	4
Nat. cert. In upholstery	2	12	Aug03	FIETA	City	Shintsha furniture project					
Nat. cert. In upholstery	2	27	Jan04	FIETA	City/Gugs		17	9	10	-	17
Cert. In refrigeration	2	13	Mar-apr	Merseta	P'land		13	-	2	4	7
Security	2	10	Apr-may	Polset	P'land		8	2	10		
Cert.in boiler making	2	13	To date	Merseta	Athlon	Merseta pilot	13	-	8	-	5
Bavarian motor proj	2	7	To date	Merseta	Athlon	Merseta pilot	7	-	3	-	4
Bavarian motor proj.	3	5	To date	Merseta	Athlon	Merseta pilot	4	1	2	-	3
Bavarian motor proj	4	11	To date	Merseta	Athlon	Merseta pilot	10	1	2	-	9
Fitting and turning	2		To date	Merseta	Thorn.	learnership	2	-	-	-	2
Fabrication	2		To date	Merseta	Thorn	learnership	1	-	-	1	-
Fabrication	2		To date	Merseta	Thorn	learnership	5	-			
Polymeric fabrication	2		To date	Merseta	Thorn	learnership	32	6	5	2	31
Nat.cert. in craft prod	2	30	Feb04	MAPP	Gugs	Create SA					
Nat.cert. in cabinet making	2	12	Jan04	FIETA	Gugs	Shintsha					
Upholstery L/S	2	11	Feb-jun	FIETA	Gugs	Shintsha	7	4	8	-	2
Cabinet making L/S	2	11	Feb-jun	FIETA	Gugs	Shintsha	7	7	2		9
Craft bread and flour confectionary baking	2	28	Current	Services	All	Foodbev learnership	10	18	7	2	19
Sec & admin Project management, payroll admin, field marketing research	4	34	Current	Foodbev	City	Services SETA learnership	9	24	25	1	7
<i>Future programmes:</i>											
Motor mechanics	2			MERSETA	Thorn	learnership	2			1	1
Polymeric fabrication	2				Thorn	learnership	9	11			
Fitting and machining	2				Thorn	learnership	2				
Fitting and machining	2				Thorn	learnership	5				
Fabrication	2				Thorn	learnership	2			1	1
Motor mechanics	2				Thorn	learnership	1				

Total learnerships and skills programmes							
College of Cape Town	City	Pinelands	Athlone	Thornton	Guguletu	Gardens	Crawford
Total: 33	10	2	4	10	5	1	1

All campuses offer one Learnership of the Services SETA

3.4 Linkages and relationship building

The LPU was established to oversee research and development in the college, serve as the key link to SETAs, industry and business, as well as be keenly involved in the development of programmes for the college. In the latter regard the LPU liaises on a daily basis with the SAQA Western Cape Regional Office. The unit has 3 staff members (Lana van der Westhuizen, Chris Brink and Marlene Small), with the appointment of more staff anticipated. The unit is fully operational and is based at the central offices in Pinelands. It was initially based at the City campus.

The College of Cape Town also has a Corporate Communications Unit (CCU). The key function of the CCU is to market the college and its nine individual centres of excellence. Participants note that because all marketing is managed from the central offices, which includes branding, the hiring of consultants, and advertising in newspapers, the uniqueness of individual campuses is not addressed. Participants at the Guguletu campus observe for instance that the LPU does not adopt alternative forms of marketing the campus such as at bus shelters, train stations and in free community newspapers, nor is the distinctive value of individual campuses showcased. In this regard, participants at Guguletu complain that the public are not really aware that the Guguletu campus is a key part of the overall college. Because the public does not always understand the nature of the merger process, they often mistake the College of Cape Town to simply be the old Cape College. The current College of Cape Town telephone number reinforces this misunderstanding by giving the impression that the college is located in the city centre.

3.5 Strategic planning processes

There is a general consensus that the first round of strategic planning was not very successful. The process was not comprehensive vertically in terms of the consulting and pulling in of the various stakeholders. The time constraints and pressure to develop a strategic plan in 2003 meant that there were a number of shortcomings in the process. It is expected that these shortcomings will be addressed in the forthcoming second strategic plan process of April 2004. Participants note that the previous 3-year strategic plan had two crucial shortcomings, namely: there was initially not enough capacity and training to develop an effective plan; and the CEO needed to have been part of the process given that his performance is based on the successful implementation of the plan.

During the next round of strategic planning, participants suggest that some of the issues below will need to be addressed.

- The success of the strategic plan is dependent on systems and structures being in place at both the level of college and individual centre of excellence.
- The strategic plan cannot only be rolled out at the program manager level. As noted earlier, there are a number of college systems and structures that do not include members of all centres of excellence. Different participants describe this as 'their campus falling off the college agenda'.
- There was too much pressure during the previous round to have a completed document, and 'little insistence on documents and processes that were sound and sustainable'. The issue of sustainability is perhaps the key issue for participants.
- Because there was not enough transparency in the previous process, participants call for more inclusivity in the next round. Participants call for a process that attempts to include rank and file staff members and which tries to ask fundamental questions about the kinds of 'standards' and 'identities' being pursued for the college. Many participants note that the notion of 'equal standards' could easily become a misnomer for not addressing the reasons behind some colleges not performing at optimal levels, and worry that the push for a common institutional identity is hiding real life identity conflicts prevalent across the college. There needs to be a real discussion about what the college hopes to achieve with the second strategic plan and how it intends to incorporate some of the lessons that have been learnt. If members do not address some of the failings that have occurred, the new exercise could simply become a new spin on an old plan.

- o Participants warn that the growth of the college cannot be simply measured according to successful academic programs and associated student numbers but that the management will need to find ways of better understanding program sustainability at the individual centre of excellence level. They complain that present management structures do not adequately consult campus level staff when deciding whether to discontinue programs, nor do they assess the broader consequences of discontinuing certain academic programs at sites like Guguletu. Not only does it fly in the face of national promises of equal access and provision to all students, the movement of staff and students from the Guguletu campus also leads to less capacity at the institution not only in important subject areas but also in contributing to the running of the facility as well.

3.6 Capacity building of college council and academic board

The College Council has not yet been fully constituted. Previous regulations governing the functioning of the college council did not allow for the governance of more than one institution. As the College of Cape Town consists of nine campuses, new regulations had to be passed to allow council decisions to pertain to all nine campuses. Thus, notwithstanding the fact that the majority of internal and external members of council have already been appointed and trained, for the College Council to be fully constituted the MEC still has to nominate a further 10 external members.

Furthermore, while the Academic Board has been fully constituted and the 41 members selected, only two meetings of the Board took place to date and thus it is not possible to assess the levels of capacity of the board or the effectiveness of its function. The academic board consists of the CEO, five campus/centres of excellence managers, two college council members, two student representatives, 26 academic staff members, and five academic heads. Lots of tweaking is still required with regard to the effective functioning of the board, and much more training and capacity building of the academic board members is expected. Indeed, a senior staff member at Guguletu related that while she has become aware that she had been appointed to the academic board, she had not been officially informed of the appointment nor what function she was expected to serve on it.

3.7 Capacity building of management

The WCED has provided members of management access to a number of change management training programmes in the past few months. Campus managers have also been sent on training, as well as program managers of areas like academic and learner support. Compared to the September visit, there is undoubtedly lots of training available in the college presently. There is also significant one-on-one training among members of management within and across colleges in the Western Cape. They communicate around issues of mentoring, management coaching, and how to implement the various forms of training, especially around budgeting and financial control issues. Importantly, members of management are all trained on how to use the staff training manual that has been developed for the college.

Given that positions within management teams are yet to be finalised, there is a legitimate concern that some staff members are being overtrained. Participants point out that training often leads to unrealistic staff expectations and that more care needs to be taken around career pathing when sending staff members on training courses. In any case, participants note that even where staff members have attended training, there is little to suggest that the training has led to better practice. In the end, all participants concur that management staff will probably need more specialised training once new structures have been rolled out and appointments made.

3.8 Professional development of staff

A number of mechanisms have been developed to respond to the training of professional staff. These include bursary schemes, the deliberate focus on staff members with lower qualifications, attempts to get staff to undergo workplace training by being placed in industry, and career development programmes that assist staff members in planning their build up of qualifications.

Staff members observe that while assessor and moderator training have had positive dividends, attention must now focus on the professional development of individual staff members. In that regard, all staff members have completed individual development plans. However, participants lament that professional development is too often narrowly conceived as training in project management, time management, how to hold effective meetings, how to deal with equity and diversity, and developing business writing skills. They assert that the focus should be on the professional development of lecturers in their individual disciplines and the development of mechanisms within the college that will allow them to better understand workplace needs and new technologies. Better lecturer capacity is thought to be contingent on how serious the college is about the provision of high quality provision.

Participants also note that the upgrading of professional capacities will be wasted if workshops, classrooms, laboratories and overall equipment are not updated. Student participants, in particular, complain about wholly inadequate learning support infrastructures. Libraries are understocked, provide hopelessly outdated books, and have little teaching and learning support material. How are lecturers to use their training and newly acquired teaching approaches and methodologies if infrastructural conditions work against them?

3.9 Academic competence in maths, science and technology

With regard to lecturers with good competencies in maths, science and technology, it is very difficult to keep or attract such staff when staff positions are temporary. Also, while the various campuses of the college have traditionally provided high levels of engineering provision (which includes the teaching of maths and science), there has been very little focus on how to further train and update lecturer teaching and learning methods. In that regard, the development of competence in maths, science and technology is one of the main college priorities for 2004.

A key development with regard to support to college staff with competence in maths, science and technology is the PLATO programme. Workshops have been conducted where college staff members were introduced to a computerised learning programme called PLATO. Certain campuses were then targeted to receive computers that had the capacity to run PLATO. In this regard, a pilot run will be conducted at the Pinelands campus, which will receive computers and support staff and services. The College of Cape Town reported in April 2004 that 25 computers had been provided to each of the Crawford, Guguletu and Pinelands campuses in December 2003. In this regard, the computers at the Guguletu campus are earmarked for learner support use. A key concern here is that participants at the Guguletu campus have not been informed about the different approaches adopted by the College management towards computer support provision and thus complained bitterly during the interview that their computers had not come with the required software and the support staff to adequately use the PLATO system. It was learnt from management that the PLATO system would be progressively rolled out to all campuses, pending the success at the first campus and the expansion of the licences to other campuses.

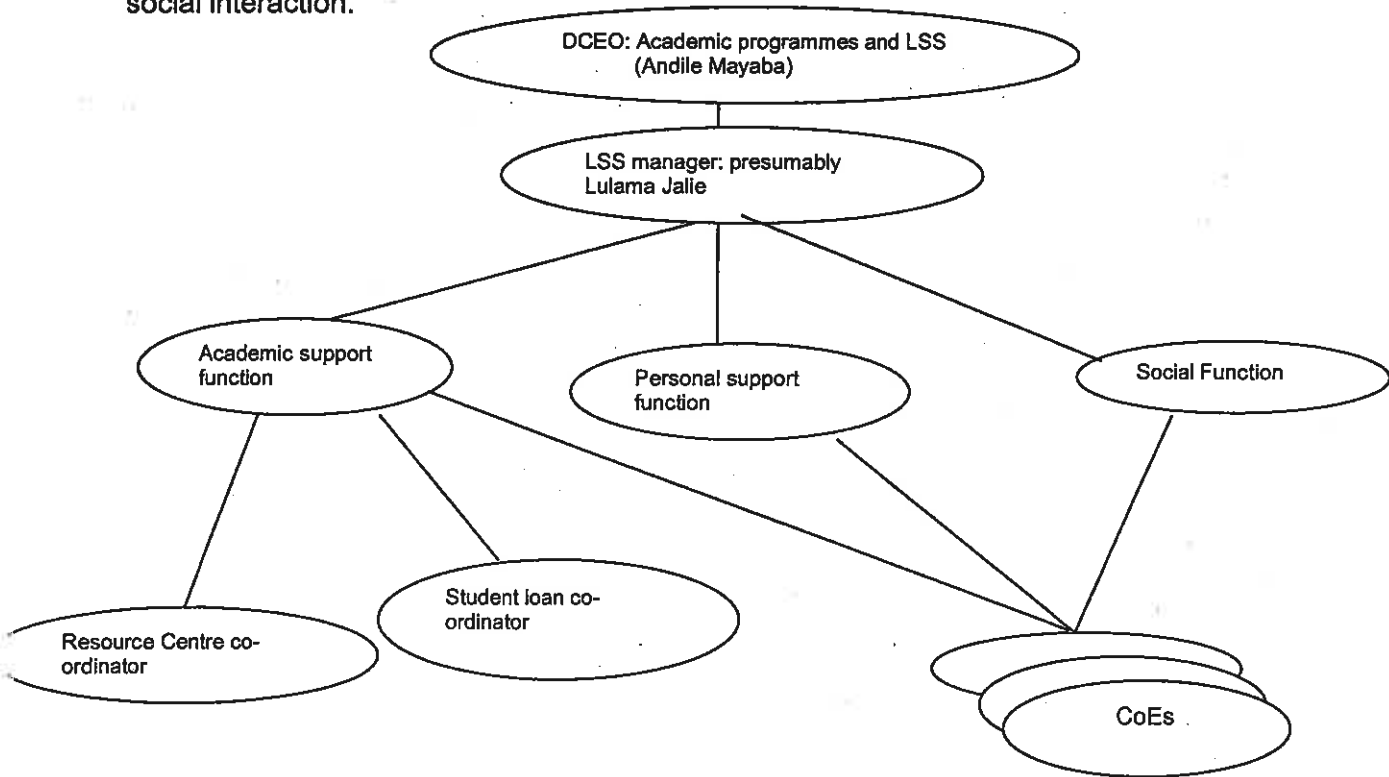
3.10 Learner support services

All participants welcome the establishment of the Learner Support Unit; a unit that is intended to assist students from pre-entry until they leave the institution. The unit will probably be headed up by a senior staff member and will consist of 6 designated staff members. The staff complement will include a social worker and a psychologist. Most of the current staff component has undergone training in learner support. Lulama Jalie for instance underwent training overseas last year. Part of providing better learner support services is the provision of resource materials for students and staff alike.

At the campus level, there are designated co-ordinators that are meant facilitate learner support. At the Guguletu site for instance where Lulama previously oversaw learner support needs, a young male lecturer who relates well with students has been given the responsibility of co-ordinating the various aspects of learner support services at the campus. This includes counselling on career pathways, HIV AIDS, and social and emotional support.

Academic support is meant to include extra classes and tutorials as well as access to relevant library materials. The college is currently corresponding with the provincial administration around the provision of counselling services that focus on social and emotional support. In this regard, a partnership with the health sector is envisaged where student guidance on a range of social and societal issues will be addressed.

As noted previously however, the provision of special learner support services alongside specialised training for the relevant staff members will be wasted if campus infrastructures aren't upgraded. Libraries require urgent attention, the issue of computer access requires urgent attention (access currently is either limited or non-existent and consists of old computers and limited numbers available), there are no designated study rooms, there are little or no facilities for sports, cafeterias are minimalist, and there is very limited space provided at both campuses for social interaction.



3.11 Budgeting

The College of Cape Town has adopted a big cost centre approach whereby the central office oversees/controls the finances of the college but expects each campus and academic division to manage its own cost centre. Management participants note that it was important from an early stage to get individual campuses to 'stand on their own feet' by making them aware that there were certain financial activities that was within their control and to provide monthly reports on their financial positions. This attempt to insert accountability naturally frustrates campuses that had full ownership of their financial situation in the past. However, an added issue has been how to cross subsidise campuses that were historically disadvantaged and under-resourced.

Most participants complain though that procurement procedures and the length of time it takes to process funding requests often leaves campuses without things like petty cash for petrol or tea. They note that the central cost centre approach not only controls campuses' expense components but also the money that they 'earn'. Some participants claim that 'their money' rarely filters back into their campus. With regard to the slowness of the new system, they point to the complaints of companies who struggle to get paid on time.

As the CEO notes however, the college is in the education business and needs to develop ways of maximising the use of facilities and the available human resources while focusing on providing quality programmes. He notes that in the pursuit of such goals, financial stability undoubtedly plays consolidative role and allows college staff the opportunity to come to terms with the new college ethos and understanding the ways in which the college's public image is dependent on a good and sound business image.

4. RATINGS

Vision and Mission

1. Practices guided by a clear institutional vision

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No Vision or Mission statement	Mission and Vision developed, but have no strong influence on practice			Some shared vision, with some influence on practice, but not shared by all staff			Staff and management share a common vision. This informs their practice.			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 5; Gugs m/ment: 5; Gugs staff: 5; P/lands m/ment: 5; P/lands staff: 4</i></p> <p>Almost all participants agree that there has been significant improvement in the ways in which the key institutional goals of the College of Cape Town is being operationalised. Many note however that a distinction needs to be made between the overall goals of an FET College as understood by most practitioners in the FET field, and a specific institutional vision for the College of Cape Town. In this regard, many participants felt that I (as the interviewer) needed to distinguish between their practice of overall FET goals, and practitioner practice influenced by the strategic goals of the College of Cape Town. Participants note that programme managers in many instances focus on aligning their departments with overall FET goals, and that this is mistakenly understood to mean that they are: one, directly addressing the needs of the institutional partners; two, that all institutional partners agree with the paths that have been chosen; and three, that all members are aware of the overall institutional vision.</p> <p>Many suggest that because the institutional vision hasn't been adequately filtered down to all staff, many staff members simply continue their day-to-day campus business and do not pay much attention to their role as members of a FET College. In that sense, while staff members are increasingly aware of a common College vision, they suggest that their individual visions are more focused on campus 'responsibilities' rather than shaped by a more open institution-wide discussion of key College requirements and outcomes. The merging process in that regard is deemed to have had little impact on campus life other than to centralise key decision-making activities and to ensure things like financial accountability and austerity.</p> <p>With regard to the distinction between FET goals and institutional vision noted above, it was felt that staff at the individual campuses are becoming increasingly secluded and overly focused on daily functional and localised activities, and have no clear or formalised idea of what they are endeavouring to accomplish as a FET college with its own diverse contexts and needs. In that respect, participants note that the key institutional goal presently is to develop an infrastructure that will oversee the nine campuses/centres of excellence that make up the College of Cape Town. They see this as a technical activity whereby the nine sites are assisted to levels of provision that lead to programmes of excellence. Aspects like external accreditation here are expected to play critical roles in shaping the development of the centres of excellence. Participants assert that addressing the difficult aspects of the institutional vision will only really begin when the 'technical side of the institutional vision' is completed.</p>										

2. Inculcation of a value system throughout the institution

COLLEGE BASELINE RATING	4
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FIRST FORMATIVE IMPACT STUDY RATING	4
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No evidence	Weak Characteristic			Emerging Characteristic		Strong Characteristic				
No cohesive value system in operation	Value system exists but not shared by everyone so that value conflict occurs			Increasing cohesion around a common set of values, although conflict sometimes occurs		Staff, management and learners share common values and act in accordance with these values				
0	1	2	3	4	5	6	7	8	9	10

CCT M/ment 4; Gugs m/memt: 5; Gugs staff: 4; P/lands m/ment: 5; P/lands staff: 3

Questions were raised about the kinds of values being inculcated through the various arms of the institution. Participants note that there seem to be two sets of values that are being pursued, and wondered which set is deemed more important. The two sets of values are characterised on the one hand as management and efficiency issues and on the other embedded in key aspects of the unfolding of our new society, namely democracy, constitutionalism and the required change. When I suggested to them that the two sets of values do not have to be as distinct as they make them out to be, participants note that the key problem in the current environment is that the first set of values has far more prominence, to the extent that values embedded in why the system was changed in the first place are often waylaid. They note that it is in any case highly impossible to talk about a value system being inculcated when there hasn't been a discussion of what values/requirements (never mind their different and contested nature) should be prioritised.

Given the vast array of values or priorities across campuses, staff members note that they invariably fall back onto their internal (both individually and institutionally) 'value systems' and 'different motivations' to help shape their environments. They then simply hope that vital aspects of such 'internal systems' co-exist across institutions and within practitioners. In that respect, participants feel that while there is certainly more commonality around 'what is required for the College' across the campuses, there remains substantial confusion about exactly what the common agreements are. Participants decided that they would keep the rating the same as during previous visits, noting however that the rating will undoubtedly improve once the CEO's office becomes more settled into the premises that they moved into in late February 2004. Participants express hope that management would soon proactively bring campuses and their members together to discuss common goals and needs.

Furthermore, participants note that the slowness of the staff matching process is undermining the inculcation of a value system across the College. They suggest that while staff members don't know where they will be located in the new staff infrastructure, they will continue to steadfastly hold onto values that have informed their practice until now, often not realising that many such values are redundant in the current context.

Leadership and Management

3. Well-functioning systems of governance, including college councils and academic boards

COLLEGE BASELINE RATING											3
FIRST FORMATIVE IMPACT STUDY RATING											3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic				
No functioning system of governance	Some representative structures in place, but mostly in name only. Weak or uneven participation and minimal effectiveness as decision-making bodies. No clear demarcation between governance and operational management roles and responsibilities			Representative structures in place and starting to operate effectively, but participation still uneven. Demarcation between governance and operational management roles and responsibilities require further clarification			All representatives fully integrated and involved in governance. Effective decision-making, with clear demarcation between governance and operational management roles and responsibilities				
0	1	2	3	4	5	6	7	8	9	10	
<p><i>CCT M/ment: 4; Gugs m/ment: 4; Gugs staff: 4; P/lands m/ment: 4; P/lands staff: 4</i></p> <p>It was noted in the previous evaluation that although the overall college council and academic board structures were in place, they barely functioned. This was attributed to the then non-selection of members of the academic board and the fact that the college council had not yet been fully constituted. The key changes since September 2003 is that members of the academic board have been selected and have met on a couple of occasions. With regard to the college council however, there is an official hiccup around the need to select further external members of council. In that sense, the College Council has not been fully constituted. The council does however continue to operate, albeit in an interim way. It was felt that while significant progress has been made around the operationalisation of the two bodies, they remain fledgling bodies, and thus the rating should only improve to 4.</p> <p>Further, participants note that while the various campuses are mostly well represented on the academic board, the fact that representation on the board is tied to academic disciplines (that span across the College's sites) often means that some campus departments do not have their 'member voices' on the board. Participants are also concerned that campus management simply nominates particular people to represent the campus. This is worrying for some participants because there are often institutional members (and also some external members) that served on previous college (now campus) councils. The problem often is that they tend to wear 'their old hats in the new structure'. Participants express the hope that the change in mindset where the core business of council is serving the College of Cape Town as a whole, leads to a situation where individual campuses or constituencies are not privileged.</p>											

4. Effective institutional leadership

COLLEGE BASELINE RATING											4
FIRST FORMATIVE IMPACT STUDY RATING											4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic				
No leadership system in operation	Weak institutional leadership, with general lack of understanding of national and provincial policies. Little or no democratic participation and shared decision-making			Institutional leadership growing in strength and clarity of purpose. Continual building of culture of democratic participation and shared decision-making			Strong institutional leadership, with clear understanding of national and provincial policies. Culture of democratic participation and shared decision-making				
0	1	2	3	4	5	6	7	8	9	10	

CCT M/ment 5; Gugs m/ment: 4; Gugs staff: 4; P/lands m/ment: 4; P/lands staff: 4

Management concede that the slowness of the matching process that is presently underway within the College (where functions of staff are matched to new posts), is making running and leading the College of Cape Town quite difficult. They note that the college requires a framework from the province (WCED) to be able to match functions to posts in the institutional context of the College of Cape Town. The plan presently is to have three deputies under the CEO, and then to have 9 campus managers/heads. Initial plans to appoint nine heads of campuses was recently halted by the SADTU union and has led to calls for greater transparency in the matching process.

Participants note that the present leadership is strong and efficient. However, in finding its feet it tends to draw on too big a variety of voices. While participants concede that putting together an institutional staff and leadership structure for the College is a huge undertaking (and that during such an undertaking communication and participation invariably decreases), they warn that not taking the time to try to comprehend the full consequences of decisions will lead to ad hoc and misinformed decision making. Ironically, when participants are asked what they think constitutes effective leadership, they point to attributes like 'charisma', 'the ability to take hard and often dictatorial decisions', and 'the ability to choose good teams around the CEO'.

With regard to the envisaged infrastructure, participants note that the effective leadership of the college will depend in the future on how management juxtaposes the role and authority of campus heads and program managers. They note that in the current context program managers can in some instances make decisions pertinent to the sustainability of campuses without consulting campus heads. If this is not sorted out, campus heads may simply take on the role of administrative minders.

5. Effective management systems

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No management information system	Management information systems (MIS) exist or are being developed, but are not operational. Decisions are often taken without adequate access to information			Some planning and decision-making informed by up-to-date management information, but not yet fully operational at all levels			Up-to-date management information systems inform planning and decision making at all levels			
0	1	2	3	4	5	6	7	8	9	10

CCT M/ment 5; Gugs m/ment: 5; Gugs staff: 4; P/lands m/ment: 4; P/lands staff: 4

There has been improvement in management systems in recent months albeit a return to an updated Coltech system. While there is unevenness through the system, there is a plan whereby campuses will be linked electronically and where the CEO's office will be able to access individual campus details (captured at campus level). Because participants are not sure what the effects of recent changes will be, the reduction in rating does not signal deterioration in management systems. Rather it is what participants think is a more pragmatic, although perhaps overly conservative, rating.

The rating is also indicative of participant scepticism about the ways in which present management information systems are sometimes used. Participants are concerned that MIS will be/is being used to inform more than just fiscal and other effectiveness issues for the College. Participants note that campus problems are more complex than simply numbers and that there is a real danger that management will soon base their decisions (for instance on the viability of programmes) strictly on information emanating from management systems. They worry that the centralised information system will soon lead to a loss of participation by campus staff members in key decision-making activities, and warn that over-dependence on MIS may entail for instance ignoring or discounting key social and other needs of students (their travelling needs, their financial positions).

One (cited) example of possible misuse is that it is dangerous to use student numbers to simplistically determine staff numbers because MIS does not reflect or recognise the unofficial or informal tasks that staff members provide.

Knowledge Sharing

6. Effective vertical knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No sharing and learning between national DoE, provincial DoE, college and campus	Limited flow of information between levels of the FET system. Miscommunication occurs or information arrives too late for effective action			Reasonable communication flows between levels of the FET system, but room for further improvement			Effective upward and downward flow of communication, which enhances performance at all levels of the FET system.			
0	1	2	3	4	5	6	7	8	9	10

CCT M/ment 4; Gugs m/ment: 5; Gugs staff: 3; P/lands m/ment: 4; P/lands staff: 4

While there are a number of differing viewpoints with regard to vertical knowledge sharing, all agree that there are simply too many imbizos happening presently. Participants note that even with the large number of information-sharing events, most staff members at campus level remain unaware of key national concerns and approaches. They observe that during the merger process campus staff that participated in key knowledge sharing activities invariably reported-back to colleagues. However, with such staff members now moving into the central office, access to 'easy' information at the provincial and national level has been cut off. Participants concede however that key directives from the national DoE and the WCED are now being readily disseminated to staff members via email.

Participants attribute weak vertical communication in the system to the fact that provincial and national directorates continue to treat colleges like schools, even though they are completely different entities in the contemporary era. They suggest that in order for vertical knowledge sharing to become more effective, the thinking of national and provincial directorates with regard to FET colleges needs to shift away from its current 'school preoccupation' and focus more on the ways in which FET colleges interact with the DoL and the private college sector.

7. Effective horizontal knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No sharing and learning between campuses and colleges, in and across provinces	Minimal sharing and learning between campuses and colleges, in and across provinces - mostly a case of 'each to their own'			Emerging culture of sharing and learning between campuses and colleges, in and across provinces. Co-operation rather than competition becoming more evident.			Optimal sharing and learning between campuses and colleges, in and across provinces - to the mutual benefit of all			
0	1	2	3	4	5	6	7	8	9	10

CCT M/ment 5; Gugs m/ment: 6; Gugs staff: 4; P/lands m/ment: 5; P/lands staff: 3

There is considerable inter-campus collaboration through the Learner Support Units as well as through the Curriculum Co-ordination Committee (that includes other non-SESD colleges). However, campuses continue to think of themselves as separate units and are clearly uneasy about talking about the needs of other campuses. While lack of available time to interact certainly contributes to the 'my campus' approach, staff members have not been very successful in thinking 'outside the box' and proactively engaging members of other campuses.

While overall levels of horizontal knowledge sharing has been low, there has however been a significant improvement in the ways in which sharing is taking place across the system. For example, the previous head and financial officer at Pinelands campus (and now serves in college management) is presently helping set up a shared financial forum across the province, where other non-SESD-assisted colleges are able to learn about the experience of College of Cape Town in setting up its financial system. This kind of interaction is becoming more widespread after a period of insecurity, suspicion and hesitation in the sector. This kind of emerging interaction is exactly what the SESD programme is about and what it has been set up to do.

Of concern for the College of Cape Town is that most campuses still do not readily share their experiences and knowledges with each other. While this varies across departments at the various campuses, and depends greatly on who the programme managers of the various disciplines are, the philosophy of 'to each his own' still holds too much sway (for the time being anyway).

8. Effective external knowledge sharing and learning in the FET system

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No effort made to keep business and community stakeholders up-to-date about developments in FET, to market services, or obtain feedback	Flow of information between FET college/campus sporadic and <i>ad hoc</i> . Business and community stakeholders derive little benefit from having a college/campus in the vicinity – although some exceptions. Limited marketing.			Increasing emphasis on knowledge and information sharing between college/campus and wider community. Results not yet optimal but dissemination and feedback loops improving			Ongoing communication with and feedback from external stakeholders. College/campus perceived to actively seek suggestions, value stakeholder contributions and, in their turn disseminate knowledge and information on a regular basis, including active marketing of services			
0	1	2	3	4	5	6	7	8	9	10

CCT M/ment 6; Gugs m/ment: 5; Gugs staff: 5; P/lands m/ment: 5; P/lands staff: 5

While improving, knowledge sharing with external partners has not expanded substantially since September 2003. For the Guguletu campus for example, staff members have made contact with ceramic studios and other related community centres and are starting to interact and share knowledge with such partners. The wider community has also become more aware of the concept of a College of Cape Town and its subsidiary, the Guguletu campus. In that respect, unlike many other campuses, the Guguletu campus has sought to mainly market itself through inviting external bodies to workshops at the institution and by forging links with community partners in this way, making them aware of what the college has to offer.

Participants note that in the past the Guguletu site used similar kinds of marketing strategies to market itself, namely through numerous roadshows as well as by having 'broader' guest lists at graduation ceremonies. They note however, that two consequences of the merger process have been that campuses no longer make independent financial decisions (no more roadshows) and no longer have separate graduation ceremonies (these now take place in the perceived safety of the city metropolis). In that respect, the campus has had to completely rethink its links to external partners.

Since September 2003, there are more formalised links with SETAs. These links are channelled through the Linkages and Programmes Units (LPUs). More formalised links with SETAs have been made possible in the Western Cape by a more 'progressive'/open approach on the part of the WCED, where Colleges are allowed to use province-appointed staff to link up and develop learnerships. This approach has greatly assisted colleges in developing better links with external partners.

It must be said though that given the overall focus of FET Colleges on learnerships and the need to be responsive to business needs, a rating of 5 remains low and signals the great difficulty that the college has had in shifting the mindsets of staff and industry and business partners.

Institutional Health

9. The establishment and maintenance of financial health

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
College/ Campus in weak financial situation, with no strategy in place to improve the situation	College/campus in weak financial situation, but starting to remedy the situation. Budgeting, monitoring and credit control still ineffective			Financial situation not yet stable, but improving steadily. Budgeting, monitoring and credit control systems in place - not yet fully effective			Healthy financial scenario established and maintained			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 5; Gugs m/ment: 6; Gugs staff: 6; P/lands m/ment: 4; P/lands staff: 5</i></p> <p>Most participants agree that financial issues are improving steadily. However, most still want to know what is being done about the double dipping funding issue and complain that recent funding developments with regard to NATED and NQF aligned courses are not being communicated back to staff. There has undoubtedly been a concerted effort to bring stability and good practice to the college. The weak practices characteristic of the old system is generating being undone (albeit slowly). Organisationally, individual campuses take responsibility for their financial affairs as part of an infrastructure of nine cost centres, a central office and 3 residences, with the delegation of authority resting in the CEOs office.</p> <p>Participants are particularly damning of the notion of separate cost centres. They feel the term is a misnomer since campuses have to apply for every little thing including petty cash to pay daily petrol costs. While the firm control of expenses has had the effect of eliminating waste, participants feel particularly disempowered. They further note that although better systems are being put in place, a focus on efficiency often masks the fact that many campuses and their subsidiaries are substantially less prosperous in the new environment. In this regard, being more efficient was then given more value than attracting more students (and thus more money).</p>										

10. Adequate infrastructure

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Inadequate capacity in terms of physical and administrative infrastructure	Physical and administrative infrastructure not geared for innovation and expansion. Drastic improvement required.			Physical and administrative infrastructure allows some scope for innovation and expansion - further improvement required			Well-developed physical and administrative infrastructure - in line with current and anticipated expansion			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 5; Gugs m/ment: 5; Gugs staff: 6; P/lands m/ment: 4; P/lands staff: 4</i></p> <p>Participants indicate that there is probably enough infrastructure to deal with the present number of students and that plans are being put in place to start expanding individual campuses in some places, and better utilising resources in others. Many feel however that certain constitutional infrastructural concerns within campuses are still not being addressed such as ramps for disabled students and not enough facilities for students with other disabilities. It was noted that the WCED put R2.5 million into improving the physical infrastructure at certain campuses. This is informed by a philosophy that in order to address redress issues there needs to be parity with regard to infrastructure across campuses. In this regard, there has been a particular focus on upgrading the Guguletu, Athlone, Wynberg and Crawford campuses with capital funds (see Resource Redress Policy document). This focus is not without its detractors, and participants from other campuses complain that their infrastructures are rapidly deteriorating during the 'parity process'.</p>										

11. Enhanced human resource capacity

COLLEGE BASELINE RATING										5
FIRST FORMATIVE IMPACT STUDY RATING										6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Human resource capacity totally inadequate	Some expertise, but not adequate. Intensive effort required to build capacity			College/Campus staff mostly have the expertise required, but further enhancement required. Capacity still uneven			All college/campus staff have the necessary expertise to perform their roles. Ongoing capacity enhancement.			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 6; Gugs m/ment: 6; Gugs staff: 6; P/lands m/ment: 5; P/lands staff: 6</i></p> <p>There is a consensus that the human resource capacity of the College is adequate for the present context. Participants suggest that the fact that people can be moved around campuses indicates adequate capacity. They further note that given the population demographics of Cape Town, that staff components are roughly representative, and that while there is an urgent need to capacitate particular groups of lecturers especially for the more senior post levels, these kinds of initiatives can only succeed once the institution has grown. They assert in this regard that the growth of the institution will ultimately be determined by the degree to which the capacity of all its present staff members has grown. Thus, there has been significant emphasis on moderator and assessor training, learner support developments and individual interventions for staff members. A key concern with regard to overall human resource capacity is that engineering lecturers continue to have very weak links with industry and most lecturers lack any form of experience in industry.</p>										

12. Quality Assurance System

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No QA system in place	QA system in process of being developed, but benefits still poorly understood			QA system developed, but not fully implemented. Still some reservations about benefits			QA system fully operational. Understood and accepted by all. Impacts positively on performance			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 4; Gugs m/ment: 5; Gugs staff: 3; P/lands m/ment: 4; P/lands staff: 4</i></p> <p>This is set to be one of the key focus areas for the College from May 2004, although that does not mean that important gains haven't been made since September 2003. In that regard, improvements have occurred mainly in certain departments (across campuses) where mechanisms for quality assurance have been developed. Even then, departments have not yet developed adequate filters by which to evaluate quality assurance mechanisms. There is also a need for a designated person to oversee the quality assurance process, a need to develop monitoring and feedback mechanisms within the system, and the development of a more comprehensive system of student review (of lecturers).</p>										

Responsiveness

13. Good relationships with business

COLLEGE BASELINE RATING									3		
FIRST FORMATIVE IMPACT STUDY RATING									5		
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No relationships with business		Minimal/ad hoc partnerships. Stronger focus on relationship building required			Increasing focus on relationship building to establish partnerships which are mutually beneficial			Formal and informal partnerships, with mutual use of resources and benefits to all partners			
0		1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment 6; Gugs m/ment: 6; Gugs staff: 5; P/lands m/ment: 3; P/lands staff: 5</i></p> <p>Participants note that links with business is undoubtedly improving. This is not surprising given the emphasis in legislation since 2001 on making colleges more responsive to business needs. Participants do however have a number of concerns in this regard. They firstly question whether the college has appointed the correct people for the creating of better linkages with business, and what criteria were used to identify such individuals. They secondly question the nature of the portfolios of such individuals and wonder whether they will continue to play any further part in teaching. Lastly, they problematise the kinds of business links being preferred presently and suggest that some links prejudiced certain campuses. They suggest that while links with business is improving, a greater focus is needed on where such links were taking place and whether it in any way capacitated the smaller, less resourced campuses that served disempowered communities. With regard to the establishment of a LPU, participants felt that designated staff members needed to adopt a more open-minded and aggressive approach when dealing with links between business and all campuses, especially around activities like in-service training.</p> <p>Furthermore, participants suggest that the notion of job shadowing be further explored as a programme (especially around learnerships). They conceded though that different mechanisms (of getting students to observe work practice) would be needed across departments given the quite different forms of operation within industries and businesses. While the positive impact of the skills levy was acknowledged (in getting businesses to approach colleges to provide programmes), this has not led to firm partnerships.</p> <p>In that regard, participants note that many campuses have outdated and inadequate equipment to deal with the present needs of industry. Often campuses used equipment and machinery that students would never find in a workplace. Participants suggest that the college designate an individual to investigate changes in industry and identify the kinds of equipment and new methods that colleges need to acquire if they are to remain in touch with industry needs. While changing to new technologies is unlikely given the enormous costs that this would incur, campuses have to find ways of identifying key changes in industry that affect the ways in which they capacitate and teach their students.</p>											

14. Good relationships with local communities

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No relationships with local communities		Minimal/ad hoc community contact. Little attempt to build relations with poor or disadvantaged sectors of the community			Expansion of community contact to include both advantaged and disadvantaged sectors. Increase in efforts to build relationships			Wide-ranging community support with college/campus an integral part of community activities		
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment 4; Gugs m/ment: 4; Gugs staff: 4; P/lands m/men: 3; P/lands staff: 3</i></p> <p>Participants concur that the notion of 'community' has not been sufficiently problematised. In the current context, the term has been neither limited to residential or geographical space, nor to a particular kind of non-financial activity. In that sense, community can refer to local residential communities as well as to links with local state and other agencies like police stations, hospitals etc. Participants note the College of Cape Town has considerable links to communities when the more open-ended definition of community is used.</p> <p>Using the more traditional notion of community, existing links are mostly bound up in learnership and skills development programmes that attempt to address questions of unemployment, skills development needs and community upliftment. In that respect, many learnership programmes have been based at the Guguletu campus, with prominent intervention from the Services SETA. Some participants indicate that approaching the issue of community interaction in this way (via learnerships) is nevertheless significantly different to the past and not necessarily better. Previously, the links to community structures in Guguletu were based on what the site could offer locals, such as using the site for church or community meetings or using facilities to train and skill inhabitants of Guguletu. Approaching the notion of community interaction strictly through learnerships then excluded a number of sections of the community.</p> <p>Pinelands campus demonstrated a more open use of the term community. While participants at Pinelands express feelings of disconnection with traditional notions of community, they note that they have never been a community-based site and, given their discipline focus in engineering, will probably never be. They point out however that members of the campus staff regularly train hospital staff in welding at the nearby Conradie Hospital, and students spend significant time cleaning the hospital grounds and fixing things. This, as far as they are concerned, is a significant community service. For the college as a whole, there are a number of ECD interventions at various sites and the 'business unit' at central office provides training for secretaries at schools.</p>										

15. Good relationships with other state bodies

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence		Weak Characteristic			Emerging Characteristic			Strong Characteristic		
No relationships with other state bodies		Some informal contact/discussions but strong partnerships still to be developed			Increase in partnership building, but not yet well-established at all levels			Active partnership building and collaboration at local, provincial and national level		
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment 5; Gugs m/ment: 6; Gugs staff: 5; P/lands m/ment: 4; P/lands staff: 5</i></p> <p>Participants agree that relationships with state bodies are improving. There are much better links with SETAs and considerably better communication around required programmes. Slowly but surely the various campuses are making firm links with the City Council and the tourism industry. For example, tourists visit the Guguletu campus on a daily basis and there are regular exhibitions (of work done at Guguletu) at the campus as well as in the city centre. There are also better links to economic development discussions within Cape Town and how to develop links with Colleges through bursary schemes and other such programs.</p>										

16. The development, provision and evaluation of learnership programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No involvement in learnerships	Some informal contact/discussions on possible learnerships			Some implementation of learnerships, but still in the early stages			Significant implementation of learnerships. A major focus area with ongoing evaluation as part of the process			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment 6; Gugs m/ment: 7; Gugs staff: 6; P/lands m/ment: 5; P/lands staff: 4</i></p> <p>Participants concur that there has been a significant improvement in the development of learnership programmes. There are a number of new programs (particularly at the higher NQF levels) around refrigeration and electrical heavy current. There is also an emerging infrastructure whereby staff members are trained how to develop unit standards, and how to restructure their workshops to support learnerships. There is a feeling that business needs to come to party now! A further concern is the need to expand staff complements, even though the college is not in a position to do this presently. Participants express considerable doubt though whether the college will ever be at such a stage, since it required weeks of practical training to accomplish this. The college did not necessarily have the capacity to allocate such chunks of time for learnership and materials development. Nonetheless, it can be said that learnership programmes are expanding rapidly at the college, even though little is known about how the curriculum is made up and balanced, or whether the DoE is comfortable with the proliferation of learnerships at the college. While the college claims that the placement of learners is high, with the administrative burden placed on colleges to oversee learnership development, this responsibility will increasingly become more difficult to resolve. In that regard, the push by the College of Cape Town to develop learnerships will need to be more sensitive to the enormous amount of work needed in that regard, work and energy that could sometimes be better spent on other areas of college development.</p>										

17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No SME provision	Learners have some exposure to principles of entrepreneurship and SME development, but limited links between theory and practice. Staff members have limited expertise in this area.			Entrepreneurship and preparation for self-employment receiving increasing attention. Staff expertise being developed and entrepreneurship included in a range of programmes			Wide range of opportunities in place to prepare learners and community members for self-employment. Entrepreneurship an integral part of all programmes, with strong links between theory and practice			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment 4; Gugs m/ment: 4; Gugs staff: 5; P/lands m/ment: 4; P/lands staff: 3</i></p> <p>Campuses like Pinelands that provide courses up to N6 have virtually no programmes that focus on small entrepreneurial activity. Pinelands participants note that they initially tried to introduce entrepreneurial courses but the initiative failed. The campus has now resolved to provide small business expertise as part of ongoing courses and during practical classes. With regard to the SME sector, the College of Cape Town focuses significantly on the development of incubators. Incubators are structures built to manage simulated business hives where students are trained how to sell products and how to develop product with accompanied quality assurance. At Guguletu there were 5 incubators geared to small enterprise. These are directed at the learnerships being pursued at the campus at NQF level 2. These learnerships focus on students with mostly matric, grade 10 or who are unemployed.</p>										

18. The development, provision and evaluation of short courses/ skills programmes

COLLEGE BASELINE RATING											4
FIRST FORMATIVE IMPACT STUDY RATING											6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic				
No short courses	Some informal discussions on possibility of running short courses. Range of needs and possible take-up still to be established			Some short courses introduced but further enhancement required to establish reputation as a provider			Wide range of short courses available. Strategy in place to respond to needs as they arise. Good provider reputation established				
0	1	2	3	4	5	6	7	8	9	10	
<p><i>CCT M/ment 6; Gugs m/ment: 6; Gugs staff: 5; P/lands m/ment: 5; P/lands staff: 6</i></p> <p>The college has reached a point where skills programmes have become a steady form of income. Short courses are directed at upgrading small business skills and providing training for employment. They also form part of learnership programmes for the unemployed. The marketing of skills courses at campuses like Guguletu is not successful because communities there mostly cannot afford them. At a campus like Pinelands however provision of short courses pose other sorts of problems, some of which are: slumps in various industries which affect the numbers of students that enrol at particular times; and too little marketing and research which leads to the provision of often unsustainable courses. For example, it was found when providing courses in IT for the hospital sector that juggling two courses two nights a week made organising lectures and lecturers a nightmare, especially during periods of fluctuation when small numbers of students enrolled.</p>											

Teaching and Learning

19. Functioning curriculum development processes

COLLEGE BASELINE RATING											3
FIRST FORMATIVE IMPACT STUDY RATING											4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic				
Curriculum static – same as always	Ad hoc revision of curriculum. Little innovation and limited staff expertise			Increasing focus on curriculum development, but expertise still being developed. NQF requirements still a challenge			Ongoing curriculum improvement and adaptation, linked to regular evaluation. NQF requirements actively addressed				
0	1	2	3	4	5	6	7	8	9	10	
<p><i>CCT M/ment 4; Gugs m/ment: 5; Gugs staff: 5; P/lands m/ment: 3; P/lands staff: 4</i></p> <p>Participants note that SETAs are increasingly sponsoring training on the development of unit standards and the participation of staff in curriculum development. There is also a growing awareness of and greater participation in curriculum workgroups. Participants observe however that with NATED courses still provided, it will be very difficult for NQF-aligned courses to take root without a uniform system being put in place. There are very few NQF aligned courses at the College of Cape Town presently, with a small contingent of students. Participants note that although a number of staff members have been trained in the development of assessment tools, and are also involved in curriculum development forums (for which Danish money is used), developments continue to take root very slowly. Participants point to the slow unfolding of these processes to explain the conservative increase in rating.</p>											

20. Quality curricular delivery

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										5
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
Poor quality learning and teaching. No links between theory and practice and no attempt to produce well-rounded learners	Weak reputation as a provider. Emphasis on improving examination results, with little attention paid to quality of teaching and learning. Holistic learner development not regarded as important.			Quality of teaching and learning receiving increased attention - focus not only on examination results. Holistic learner development encouraged. Relation between theory and practice receiving attention			Quality of teaching and learning a major focus. Strong links between theory and practice and holistic approach to learner development. Enrichment activities in place. Good reputation as a provider			
0	1	2	3	4	5	6	7	8	9	10
<p>CCT M/ment 5; Gugs m/ment: 6; Gugs staff: 5; P/lands m/ment: 5; P/lands staff: 5</p> <p>With the increase in the number of practical courses there has been a move away from exams and a bigger focus on lifelong learning and the delivery of quality curricular. Participants note that while student results have improved, there was no way of knowing whether it is because of improved infrastructure, better teaching and learning practices, or simply a lowering of 'standards'. They claim that the new system opened spaces for more student copying to occur. Without much improvement in programme delivery and the absence of mechanisms to assess quality assurance interventions, they note that staff members will probably go back to old systems that they thought worked. Participants also assert that unless a system was developed that allowed learners to go directly from theory to practice (into the workplace), examinations as an assessment mechanism would continue.</p>										

21. Well-functioning staff development processes

COLLEGE BASELINE RATING										4
FIRST FORMATIVE IMPACT STUDY RATING										6
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No staff development process in place	Weak staff development and appraisal processes. Staff trained on an <i>ad hoc</i> basis, with limited opportunity to express their needs. Staff often inadequately prepared for new implementation			Increased focus on staff development and appraisal. System for on systematic review of needs still being put in place. Staff mostly prepared for new implementation,			Ongoing staff development and appraisal an integral part of institutional activity. Staff confident that they will be trained on new processes before they are implemented			
0	1	2	3	4	5	6	7	8	9	10
<p>CCT M/ment 6; Gugs m/ment: 6; Gugs staff: 6; P/lands m/ment: 5; P/lands staff: 6</p> <p>Staff members have undergone lots of training and more are set to go on further courses. A key problem is that most training is not taking place in relation to key staff performance areas. Participants feel that staff structures need to be overhauled, and that training that pertains also to other ways of teaching and ways of ensuring delivery needs to be looked at. Staff members also note that much of the training presumes the availability of technologies like televisions and videos; facilities that are simply not available even in some of the better-resourced campuses. Participants note that given new performance appraisal guidelines, staff members simply went about doing their best with little concern for developmental training. With little understanding of how it would 'improve' their already stressed lives, lecturers were not keen to enrol for training that did not also address their subject field needs or helped them adhere to performance related requirements.</p>										

Learner Support

22. The development, implementation and evaluation of academic support programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No academic support programme in place	Learners obtain academic support on an <i>ad hoc</i> basis			Educators provide support to individuals. Bridging courses introduced			Dedicated person and a functioning academic support policy in place			
0	1	2	3	4	5	6	7	8	9	10
<p>CCT M/ment 4; Gugs m/ment: 5; Gugs staff: 5; P/lands m/ment: 4; P/lands staff: 3</p> <p>A Learner Support Unit is being put in place presently that a staff member from the Guguletu campus is expected to lead. She previously performed a similar function at the Guguletu campus. Because of her expected 'promotion', another member of staff will be responsible for linking with students at the campus level. A young staff member who communicates very well with the youth (and is very popular at Guguletu) has been asked to be the campus co-ordinator for the LSU. Participants emphasise that learners support cannot be an add-on and express hope that the establishment of a special unit will take the social needs of students seriously. Participants note that amendments need to be made to the Norms and Provisions of Staffing in order to provide this service. They note that the success of the programme depends on a fulltime person being in place, who is focused on particular priorities, and who is able to pull together a developed network of people keen on addressing common issues. Importantly, learners support needs to show awareness of the different needs of each campus and its students. For example, the Guguletu and some of the other campuses have a large number of students that have migrated to Cape Town from rural areas and other areas like the Eastern Cape, students mostly who have English as a second language. Participants note that there is lots of research into such kinds of processes and activities and hope that the LSU will develop a research base around some of these. Most importantly, the issue of how to spread resources was seen as a key factor in learner support services. There was a belief that staff training in learner support needs to prioritise certain activities in the present climate, such as the hiring of psychologists as staff members rather than expensive consultants. The issue of student loans was also identified as a key problem.</p>										

23. The development, implementation and evaluation of HIV/AIDS support programmes

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										4
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No HIV/ Aids policy	Some input given to learners by campus or outside people on <i>ad hoc</i> basis			Educators provide information and support to individuals on request			Dedicated person and a functioning HIV/Aids policy in place			
0	1	2	3	4	5	6	7	8	9	10
<p>CCT M/ment 4; Gugs m/ment: 5; Gugs staff: 4; P/lands m/ment: 3; P/lands staff: 2</p> <p>As part of the LSU, a dedicated person will serve in this role. However, that person will struggle to fulfil such a role without firm policies being put in place, something that has not been done yet. Consultants presently provide training on issues of HIV AIDS, and links have been formulated between the WCED and the Health Services Department. Participants note that students are informed about simple things like they should not help fellow students should they 'get injured and bleed' when working in workshops, if they do not have gloves. Participants feel that given the pressures to develop as an institution, the HIV AIDS issue has largely been put on the backburner. Importantly, staff members have such large workloads that they are hesitant to get involved in further activities. A key drive by management recently will see firm HIV policies and training programmes emerge. For the sake of this evaluation, such developments remain in infancy.</p>										

24. The development, implementation and evaluation of guidance and counselling systems

COLLEGE BASELINE RATING										3
FIRST FORMATIVE IMPACT STUDY RATING										3
No evidence	Weak Characteristic			Emerging Characteristic			Strong Characteristic			
No guidance or counselling	Some input given to learners by campus or outside people on ad hoc basis			Educators provide some individual guidance and counselling on request			Dedicated person and functioning guidance and counselling system in place			
0	1	2	3	4	5	6	7	8	9	10
<p><i>CCT M/ment: 4; Gugs m/ment: 4; Gugs staff: 5; P/lands m/ment: 2; P/lands staff: 4</i></p> <p>The issue of guidance and counselling systems has improved as an agenda item of the college. A number of issues were highlighted:</p> <ul style="list-style-type: none"> ➤ Lecturers have always provided support, but need exposure to training on how to provide such a service more effectively. ➤ Most lecturers adopt parental approaches presently and thus need to update their knowledge of what is available and possible for students. ➤ Pinelands campus lecturers claim to offer career guidance on a regular basis, yet there are no professional bodies or structures in place. ➤ Participants agree that the only time when career guidance is actually provided is during enrolment. ➤ Participants suggest that a designated person be appointed to oversee counselling services only. <p>Indeed, while systems are not as formally structured as was initially envisaged, the situation has improved since the September evaluation.</p>										

5. OVERALL ASSESSMENT

The second impact study shows improvement in key problem areas since September 2003. There are no longer any characteristics described as weak, though most ratings have remained constant or have only shifted by one. Importantly, all characteristics are presently described as emerging.

Ratings remain unchanged for 14 characteristics; there has been an upward shift for nine characteristics; and a decline in one characteristic. By way of comparison, table 1 describes shifts in ratings for the three visits since February 2003, and also shows the number of characteristics at each of the rating levels within the Emerging Category. Table 2 disaggregates ratings according to the various focus groups that were interviewed during the March 04 visit. Table 3 compares ratings of the baseline, first and second impact studies, while table 4 identifies the characteristics whose ratings have remained the same, increased or declined for the March 2004 evaluation.

Table 1: Analysis of Shifts in ratings across the three visits

Institutional visits	February 03	Sept 03	March 04
<i>Weak characteristic</i>	13	5	0
<i>Emerging characteristic</i>	11	19	24
<i>Strong characteristic</i>	-	-	-
Location of rating within Emerging characteristic			
Emerging (4)	9	8	11
Emerging (5)	2	8	8
Emerging (6)		3	5

Five characteristics moved out of the weak category since September 2003, although almost all of these characteristics shifted only by one rating point. A further four characteristics shifted upwards within the emerging category, while one declined (also within the emerging category). Importantly, only 5 of 24 characteristics are regarded as being close to the strong category. Table 2 below describes various patterns in the ratings provided by the various focus groups during the March 2004 visit.

Table 2: Description of ratings by focus group during March 2004 visit

Ratings	Overall	College management	Gugs1	Gugs2	Pinelands1	Pinelands2
Remained the same	14	14	8	11	10	14
Shifted upwards	9	10	16	10	4	3
Dropped	1	0	0	3	10	7

An important observation in table 2 is that the Pinelands focus groups seem to be much more pessimistic about changes that have taken place thus far. Whether they are being perhaps more pragmatic than other focus groups is a moot point without further discussions with all of the focus groups. For the purposes of the evaluation, it seemed nonetheless important to note that in the ratings by the two Pinelands groups, ratings fell for at least 7 characteristics, while for other groups there were very few drops in rating.

Table 3: Ratings for characteristics over three visits

DIMENSIONS AND CHARACTERISTICS	BASELINE RATING	FIRST IMPACT RATING	SECOND IMPACT RATING
Vision and mission	Emerging	Emerging	Emerging
1. Practices guided by a clear institutional vision	4	5	5
2. Inculcation of a value system throughout the institution	4	4	4
Leadership and management	Weak to emerging	Weak to emerging	Emerging
3. Well-functioning systems of governance, including college councils and academic boards	3	3	4
4. Effective institutional leadership	4	4	4
5. Effective management systems	4	5	4
Knowledge sharing	Emerging to weak	Weak to emerging	Emerging
6. Effective vertical knowledge sharing and learning in the FET system	4	3	4
7. Effective horizontal knowledge sharing and learning in the FET system	3	3	5
8. Effective external knowledge sharing and learning in the FET system	3	5	5
Institutional health	Emerging	Emerging	Emerging
9. The establishment and maintenance of financial health	4	5	5
10. Adequate infrastructure	5	4	5
11. Enhanced human resource capacity	5	6	6
12. Quality assurance system	3	4	4
Responsiveness	Weak	Weak to emerging	Emerging
13. Good relationships with business	3	5	6
14. Good relationships with local communities	3	3	4
15. Good relationships with other state bodies	3	5	5
16. The development, provision and evaluation of learnership programmes	3	5	6
17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)	3	4	4
18. The development, provision and evaluation of short courses/ skills programmes	4	6	6
Teaching and learning	Emerging	Emerging	Emerging
19. Functioning curriculum development processes	3	4	5
20. Quality curricular delivery	4	5	5
21. Well-functioning staff development processes	4	6	6
Learner support	Weak	Weak to emerging	Emerging
22. The development, implementation and evaluation of academic support programmes	3	4	4
23. The development, implementation and evaluation of HIV/AIDS support programmes	3	4	4
24. The development, implementation and evaluation of guidance and counselling systems	3	3	4

Table 4: Breakdown of changes in characteristics

CHARACTERISTICS THAT HAVE IMPROVED (9)	CHARACTERISTICS THAT HAVE REMAINED THE SAME (14)	CHARACTERISTICS THAT HAVE WORSENE (1)
<p>3. Well-functioning systems of governance, including college councils and academic boards</p> <p>6. Effective vertical knowledge sharing and learning in the FET system</p> <p>7. Effective horizontal knowledge sharing and learning in the FET system</p> <p>10. Adequate infrastructure</p> <p>13. Good relationships with business</p> <p>14. Good relationships with local communities</p> <p>16. The development, provision and evaluation of learnership programmes</p> <p>19. Functioning curriculum development processes</p> <p>24. The development, implementation and evaluation of guidance and counselling systems</p>	<p>1. Practices guided by a clear institutional vision</p> <p>2. Inculcation of a value system throughout the institution</p> <p>4. Effective institutional leadership</p> <p>8. Effective external knowledge sharing and learning in the FET system</p> <p>9. The establishment and maintenance of financial health</p> <p>11. Enhanced human resource capacity</p> <p>12. Quality assurance system</p> <p>15. Good relationships with other state bodies</p> <p>17. The development, provision and evaluation of programmes for the development of small and micro enterprises (SME)</p> <p>18. The development, provision and evaluation of short courses/ skills programmes</p> <p>20. Quality curricular delivery</p> <p>21. Well-functioning staff development processes</p> <p>22. The development, implementation and evaluation of academic support programmes</p> <p>23. The development, implementation and evaluation of HIV/AIDS support programmes</p>	<p>5. Effective management systems</p>

Starting with the vision and mission of the college, it is evident that a number of key issues inform the ratings. Most obvious would be:

- i. Participants are concerned that the institutional vision is not being filtered down to all staff members and that not enough is being done to bring together the college staff under a common identity and vision. Participants note that the temporary nature of current staff positions does not help the development of such a vision or identity for the college.
- ii. In this regard, participants feel that once the technical aspects of the merger is complete, staff members need to be brought together to thrash out a common agenda and workplan
- iii. Inadequate infrastructure and facilities impact on every area of college development and functioning and must be addressed as perhaps the single most critical constraint on the growth of the college
- iv. In this regard, the college needs to address provincial and national authorities to provide the kinds of funds that will make the campuses and college a more functional enterprise. If the bodies do not intervene, then very little fundamental change will occur at campuses like Guguletu other than to close down in the long term.

Key challenge areas:

Even though all characteristics are now described as emerging, there are a number of areas where little or no change has occurred. These include—

- The inculcation of a common value system throughout the institution
- The further development and training of the college council and academic board
- While management systems are deemed to have declined, participants felt that the switch to a new system necessitated greater pragmatism and much more attention

- The development of quality assurance mechanisms and staff appraisal systems
- Developing ways of better managing staffing and human resources development needs across campuses
- Curriculum development and delivery
- Learner support services
- Infrastructural development

Key achievements:

Progress has undoubtedly occurred in a number of areas of structural development and functioning. For example:

- The stability that the CEO has brought
- Knowledge sharing with external bodies
- The development of program knowledge sharing across campuses and better links with business and state bodies
- The co-ordination of college finances and the development of an awareness of financial austerity in all campuses
- Integration (central coordination) of financial and administrative systems
- The provision of skills programmes and learnerships
- Better staff development processes
- The development of the LPU and LSU and the attention that has been given to academic support and HIV AIDS.

As things stand, it is important that the college balances what it has managed to successfully address in the past six months with areas where there has been an obvious fall off. Given that the College of Cape Town is set to be one of the biggest and strongest colleges in the province, it is imperative that the college develops successful programmes and structures that are perceived to serve the vast variety of learners and learning communities of Cape Town. While staff members attached to the college work very hard at dealing with various issues as they unfold, they need to take seriously their mandate that provision be provided and expanded for a large and more diverse student population (some of whom were accessing the technical education system for the first time). In that respect, focusing on the employability of students requires attention to a much larger bag of needs.

In conclusion, the reconstitution of infrastructures and the development of new mechanisms and processes takes time, energy and lots of patience. The degree of training and planning that is taking place presently is particularly taxing on members of the various teams. This cascades downwards to the campus levels where fellow colleagues are required to fill in and contribute in ways where they are often not acknowledged. The college needs to find ways of managing the training fatigue being experienced by management and lecturing staff presently to ensure that the training being provided is ultimately not counterproductive i.e working against what the new system has been set up to accomplish. Structures are slowly slotting into place and staff development is gaining pace. Things are certainly looking more positive for the FET sector.

